

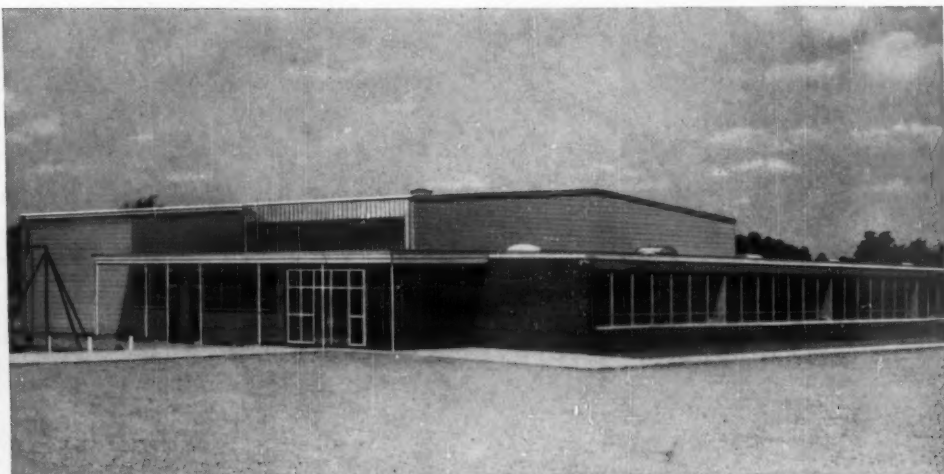
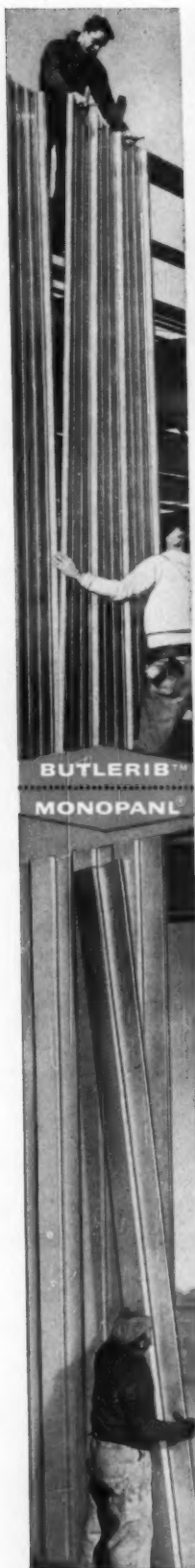
August, 1960

the  
**AMERICAN  
SCHOOL BOARD**  
a periodical of school administration **JOURNAL**

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(See page 19)





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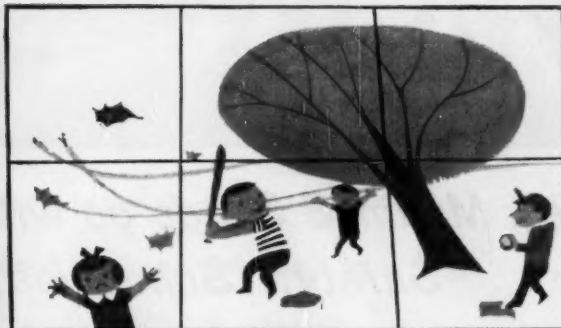
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August, 1960

Vol. 141, No. 2

Why Only Part-Time Education?, Meyer . . .	9
School Boards and Teacher Unions, Seitz . . .	11
How Enid Provides for the Mentally Retarded, Moore . . . . .	14
Harrisburg Spotlights the Languages, Book . . .	16
Teaching Machines and the Language Laboratory, King . . . . .	17
Does Every Child Need a Separate Desk?, Sanders . . . . .	19
A Mechanical-Music Arts Building . . . . .	22
Roosevelt's Cafeteria Addition, Conger . . . .	24
The University City Natatorium . . . . .	26
The Custodial Handbook: an Integral Part of School Plant Operation, Newell . . . . .	27
Let's Get Some Needed, Qualified Help, Hope . .	29
Staff Committees Pay Dividends, Wood . . . .	30
Your JOURNAL for August, 4	N.S.B.A. Report, 34
Surveying the School Scene, 5	New Books, 39
Editorials, 32	New Products, 42
Readers' Service Section, 45	



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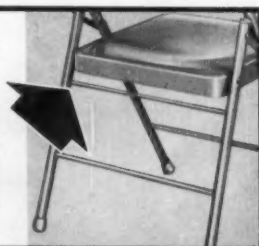
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## *Your JOURNAL for August...*

You may feel that a teacher strike would prove catastrophic in rupturing your school system. Federal courts feel the same way. In your JOURNAL for August, however, a law school dean points out (pg. 11) that teachers have the right to bargain collectively. He adds some studied conjecture to the effect that the future may see collective bargaining prescribed by law.

Other articles we feel you'll be interested in:

1. In this age of the wonder drug, you might expect a new pill that will make it necessary for a student to have only a few seconds and a glass of water to accumulate profound knowledge in any field. Our brave new world has not reached that stage yet, however, but the article on pg. 17 discusses the language lab and the fascinating machine that automatically "teaches" children as fast as they can learn. The audio and visual robots may someday be combined into a mechanical superman that will do everything but sweep out the school swimming pool(s).

2. Do you like vacations? But then, do you wish to donate an arm or leg for no special cause? A three-quarter year school term is wasting a limb. Experts in the field better be prepared to combat the logic in the article on pg. 9. The children's help in the fields during planting and harvesting is not a vital necessity as it was in pioneer days, so "Why Only Part-Time Education?"

3. A report on special purpose buildings (pgs. 22 ff.) shows an accelerated approach toward the ultimate in school building desirability.

## *for September...*

You might be astonished at some facts revealed by Dr. Daniel Tanner of the Division of Education at San Francisco State College in his article called "Too Much to Teach." The "self-contained" classroom may create a pleasurable nostalgia for the old one-room schoolhouse, but it does not provide the best education. Dr. Tanner pinpoints technical and psychological factors that are vital in teaching youngsters. The desirable solution: more specialized teaching.

*The Editor*

## **OUR COVER...**

Our August cover illustrates (pg. 19) a new "work-center" experiment. To each his own desk is a principle that has long contented educators and some desk-makers, but this new project pleased everybody — even the students.



# SURVEYING THE SCHOOL SCENE

## N. Y. TEACHERS CONSIDER BARGAINING

In Washington, D. C., representatives of 30,000 New York City school teachers, meeting at headquarters of the NEA, agreed on a statement of principles holding that collective bargaining is an acceptable means of furthering their professional interests and the interests of education in New York City.

The policy statement, while affirming that collective bargaining is acceptable to teachers, renounces the strike weapon as a means of achieving their goals. The New York schools had been under a strike threat in recent months. The strike was called off when the city administration agreed to hold a referendum among teachers to consider collective bargaining.

## SCHOOLS CONTINUE TO RECEIVE SURPLUS

Donations of surplus foods by the U. S. Department of Agriculture at home and abroad totaled over 2 billion pounds during the first nine months of the fiscal year, July, 1959, through March, 1960.

Schools, under the priority rules established, continue to receive the available stocks of butter and cheese, and registered a gain of 7 per cent in total volume of all surplus commodities for the current period over a year ago. More than 14 million children eating lunch at school benefited from 236 million pounds of donated commodities in the current year.

## STATE BAN UPHELD

The Michigan State Supreme Court, in a ruling on June 8, refused to upset a regulation of the school board of Mesick that bans married high school students from extracurricular activities. Two students were barred from playing on the school football team because they had married. The board made the rule to discourage dropouts of married pupils from school.

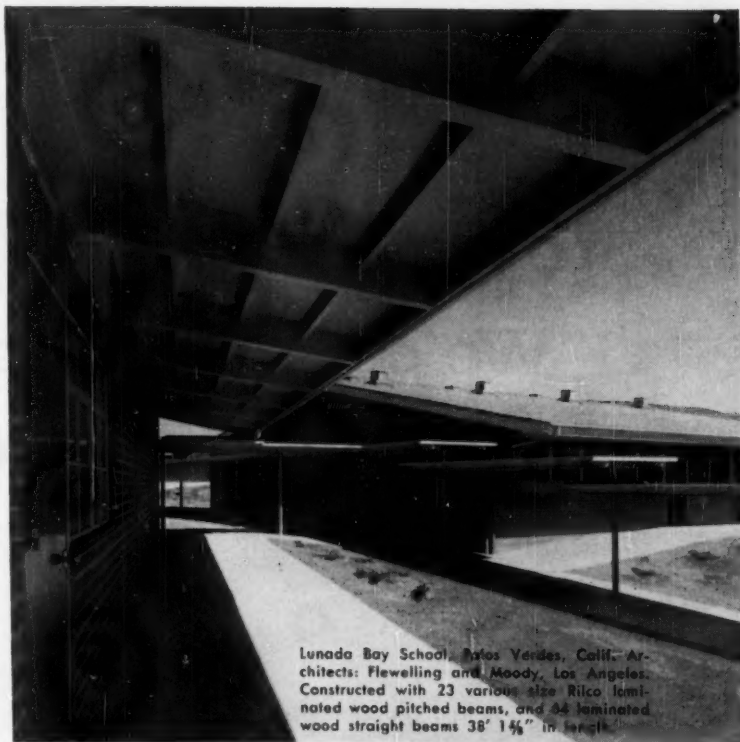
## SOUTHERN DESEGREGATION

Southern legal efforts to hold the pace of school desegregation to a crawl have been dealt a blow by two federal court rulings. The Federal Courts of Appeal in North Carolina and Virginia warned that Negro children seeking admission to the white schools may not, constitutionally, be given tests different from those taken by white children before they are admitted.

This principle, if enforced, could eliminate most Negro objections to the pupil-assignment plans now used in most of the southern states. Such plans are the only legal device to delay integration which has proved successful thus far. Under pupil-assignment plans, some authority is empowered to assign pupils to schools on the basis of many factors, not including race. Among these factors are scholastic achievement, aptitude, health, morals, and residence. White children are admitted automatically to a white school, but a Negro pupil seeking entry must meet the standards.

According to the Southern Education Reporting Service, the current school year ended with 749 public school districts desegregated, totaling one fourth of the bi-racial districts in the seventeen south-

(Concluded on page 41)



Lunada Bay School, Palos Verdes, Calif. Architects: Flewelling and Moody, Los Angeles. Constructed with 23 various size Rilco laminated wood pitched beams, and 34 laminated wood straight beams 38" 1 1/2" in length.

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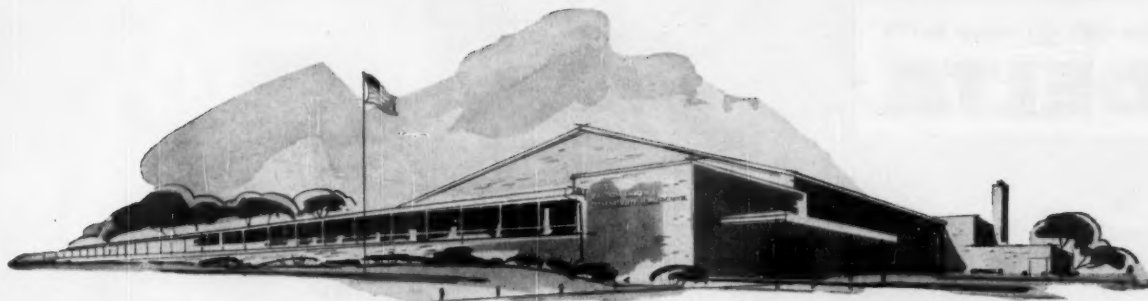


Mr. R. P. Diehl—District School Administrator,  
Random Lake, Wisconsin—says:

## **"We compared them all and Honeywell Clock System**







## found the easiest-to-set by far."

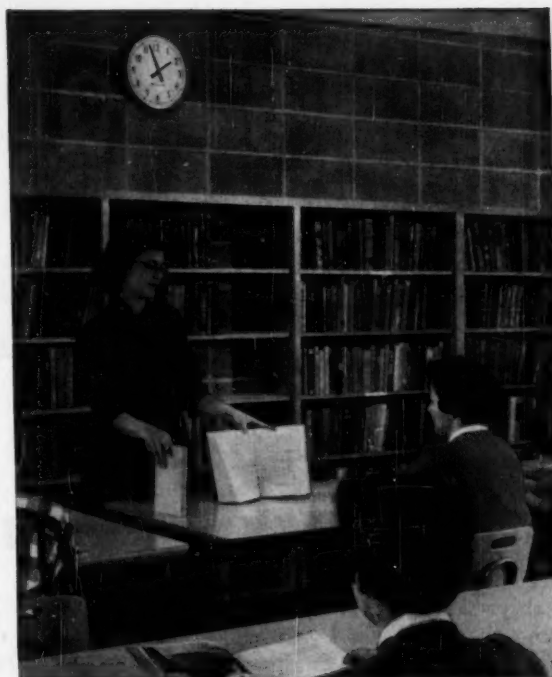
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August, 1960

## Why Only Part-Time Education?

**ROBERT S. MEYER**

Madison, Wis.

This summer most of the nation's 104,427 public grade schools and 26,046 public high schools<sup>1</sup> are lying idle! Most of the 1,367,000 public school teachers<sup>2</sup> are not being actively engaged in their profession! Close to 660,000,000 professional man hours will be lost during the summer "layoff."

Much has been said and written, moreover, concerning the need for keeping abreast of the rest of the world in subject fields such as science and mathematics, for challenging the more gifted students, for helping the slow learners, for raising teachers' salaries, for attracting more young people to the teaching profession, and for holding them in the profession once they have started to teach. How can any of these needs be met by a part-time educational program operating only three fourths of the year? To meet the needs of today's world, the people of the United States must break away from the 36-week school year handed down

to them by an early American agricultural society which required the help of school children in the fields during planting, growing, and harvesting seasons.

The following discussion does *not* advocate compulsory 12-months schooling for everyone, but it does suggest making fuller use of buildings and teachers through the offering of many optional or elective courses during the summer as a supplement to the program offered during the traditional school year.

School buildings and equipment represent huge investments. Industry expects its management to get the maximum returns possible from its capital outlay for buildings. Taxpayers also have a right to expect maximum returns from the schools they build. One step toward making greater use of school plants has been the adoption of adult education programs throughout the nation. Yet, in most communities little has been done to explore the possibilities of using existing educational facilities in the summer months. Only through the maximum use of its buildings

**Why the needless waste?**

**Talent, student opportunity, equipment are shelved for three months.**

**Here is a plea for supplemental summer schooling.**

can a school district get the most for its money from its schools.

### **Summer Enrichment**

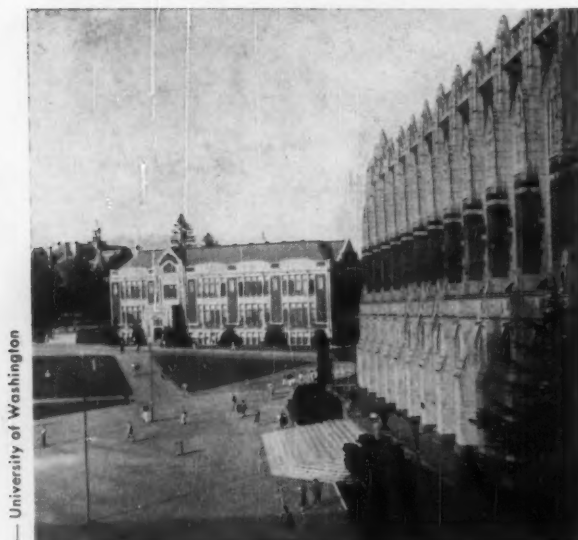
Summer school work for students who need to make up work has long been offered in some areas. Why not everywhere? For many students, the 36-week school program is sufficient. But then there are the superior students, the potential scientists and the like, who would like to take most of the courses offered in the curriculum.

<sup>1</sup>Biennial Survey in the U. S. — 1959.

<sup>2</sup>Enrollment, Teachers, and School Housing — U. S. Dept. of Education, Fall, 1959.



"An adequate summer program would satisfy the intellectual appetites of gifted students by making it possible for them to explore many fields of interest. . . ."



Now they are limited to the number they can squeeze into a nine-months school year.

An adequate summer program would satisfy the intellectual appetites of such students by making it possible for them to explore many fields of interest and to delve deeper into others. By electing some of the courses available in the summer, they would have time for several others during the school year. Some students now limited to straight academic courses could elect shop or home economics classes, typing, art, or music during the summer. Those now limited to commercial or vocational courses might choose to take more English, languages, or other academic classes in the summer.

#### Better Teachers' Salaries

While much has been done in the past decade to raise teachers' salaries, a ceiling for nine months will eventually be reached. No matter how much teachers cry that their salaries should be comparable to the other professions, they must face the fact that most teachers do not work a full year at their profession. If teachers' salaries are ever to be raised to a truly professional level, taxpayers and school boards must be sold on get-

ting the most out of their teachers by making professional teaching services available to the public year around through the granting of 11 or 12 months contracts to as many teachers as are interested and available. Why not eliminate this gross waste of professional manpower every summer? Why not utilize the talents and special abilities of teachers to the fullest extent? Another benefit to accrue to a community and its school program from offering full year contracts would be a definite reduction in its teacher turnover.

Some teachers could be used in remedial work during the summer months, others in helping students make up credits; some could offer skill courses such as shop and typing, others the arts and academic courses as the demand grew; some could operate school camping programs. (What better environment in which to teach science, botany, conservation, and forestry than "on location" in a school camp?) Some could help with their community's summer recreation program; some could carry on valuable research for the school or community for which there is insufficient time during the regular school year; some, after serving in one or more of the above capacities

for a prescribed number of summers, could go back to school themselves for a couple of summers while being paid for their efforts to become better teachers; and after meeting similar requirements, others might be considered eligible for summer travel while on the pay roll, thus gaining valuable first-hand experience with which to enrich their classroom teaching.

#### Full Employment

Teachers like to tell themselves they belong to the most noble of professions. Yet, it is not uncommon today for teachers to work at part-time jobs outside of their profession during the school year, and most teachers with families to support can be found in non-professional employment during the summer months. Is this conducive to respect for the teaching profession? Does this non-professional side to a teacher's life help to attract more young men and women to the profession? Doctors and lawyers do not go out selling books, working in factories, or on summer road crews. Why should teachers find it necessary?

Most people believe in the dignity of labor, but they must also agree it does not add to the prestige of a profession when its members find it financially imperative to do other work on the side for nine months and full time for three months of each year. How much more professional various rotation plans of teaching, school camping recreation programs, research, study, or travel during the summer months would be! Those teachers who would still prefer to have their entire summer free for other activities could continue as in the past, but not at the increased salary of those giving full year service to the profession.

The time has come for every community in America to begin a modest summer program along the lines indicated by its particular interests and needs. The transition from idle teachers and empty schools in the summer to full-time teachers and classrooms full of useful summer activity must of necessity be slow at first; but as interest mounts and people begin to see the value of year around professional service from their teachers and the great possibilities involved in year around use of schools, the pace of change will quicken.

Voters will be sold on providing modern school plants and adequate salaries to hold good teachers in their profession; and adults will no longer hesitate in encouraging young people to go into the teaching profession. ■



# School Boards and Teacher Unions

Unless\* there is enabling statutory legislation (and generally throughout the country there is not such legislation) there are no established procedures by which unions or organizations of teachers and school personnel can compel school boards to recognize them and bargain with them collectively. This differs from the situation in private industry where state and federal laws require that the employer must bargain with the union chosen as the bargaining agent by a majority of employees in an appropriate unit.

Not only is there generally an absence of statutes compelling school board participation in collective bargaining, there is also no solid body of court-fashioned law which would so require. Indeed, in some early cases<sup>1</sup> courts have refused to promote the philosophy of the right to organize and engage in collective bargaining by finding no constitutional impairment of the right to assemble in the little legislation which had gone so far as to deny to teachers who joined unions the opportunity of employment.

Why then go on with the discussion? The full justification can be found in the fact that many school boards may be so prompted by sentiments of fair dealing or a public relations sense which sees valuable dividends in the form of good will and strengthened morale.

Then, too, the discussion should serve to predict the extent of the requirement to negotiate if legislation in particular states or local communities should decree a duty to bargain. The analysis has additional use as suggesting a yardstick which

courts will undoubtedly use if there should be any disposition to find a common law right for school personnel to assemble and bargain collectively.

Granting, therefore, that there is good reason for the discussion, the primary task is determining to what extent school boards may voluntarily engage in collective bargaining and bind themselves contractually through agreements with public school employee organizations and unions.

## The Greatest Obstacle

The greatest obstacle<sup>2</sup> to acceptance of the right of school boards to engage voluntarily in collective bargaining culminating in contract agreements is the position of many public officials that the public employer is under a sovereign disability to emulate the practice in the private employment relationship. The outlook of the public bodies which follow such a philosophy is based upon the doctrine that the determination of employment conditions in the public service is an inherent legislative function and that neither the executive nor legislature may delegate to any outside group, such as a labor organization, the functions entrusted to it under the basic scheme of government. As a corollary it is contended that exclusive recognition and bargaining are plainly at odds with the principles which characterize the legislative civil service and merit system provisions.<sup>3</sup>

<sup>2</sup>Report of the Committee on Law of Government Employee Relations, 1959 Proceedings of Section of Labor Relations Law, American Bar Association, p. 87.

<sup>3</sup>The restrictive principles mitigating against development of a labor relations policy comparable to that found in private industry are spelled out in detail in Report of the Committee on State Labor Legislation, 1958 Proceedings of the Section on Labor Relation Law, American Bar Association, p. 147. See also *Labor Relations in Public Service*, 10 Syracuse L.R. 183 (1959).

Should school boards voluntarily agree to bargain collectively with teacher groups?  
Supreme Court rulings favor public employees' right to organize.  
Legislation may be tending toward mandatory collective bargaining.

## REYNOLDS C. SEITZ

Dean and Professor of Labor Law  
Marquette University Law School  
Milwaukee, Wis.

Despite such prevailing attitudes and similar expressions by some courts,<sup>4</sup> many governmental units have gone a long way to fashion their labor relations policy along lines similar to that controlling in the commercial and industrial area. Four current case histories are analyzed in the *1959 Proceedings of the Section on Labor Law of the American Bar Association*.<sup>5</sup> Not all the case histories involved a record of the

<sup>4</sup>*Mugford v. Mayor and City Council of Baltimore*, 44 A 2nd 745, 185 Md. 206 (1945); *City of Cleveland v. Division 268, Amalgamated Assoc. of Street, Electric and Motor Coach Employees of Amer.* 30 Ohio Opin. 395 (1945); *Nutter v. Santa Monica*, 168 Pac. 2nd 741, 74 Cal. App. 2nd 292 (1946); *Springfield v. Clouse*, 206 S.W. 2nd 539, 356 Mo. 1239 (1947); *Miami Water Works, Local No. 654 v. Miami*, 26 So. 2nd 194, 157 Fla. 445 (1946); *Wagner v. Milwaukee*, 188 N.W. 487, 177 Wis. 410 (1922); *C.I.O. v. City of Dallas*, 198 S.W. 2nd 143, Texas (1946).

<sup>5</sup>Pp. 87-113. See also Klaus, *Labor Relations in Public Service*, 10 Syracuse L.R. (1959); *Labor Relations for Employees of the City of New York*, 12 Industrial Relations L.R. 618 (1959).

\*Adapted from an address delivered by the author at the 1960 convention of the National School Boards Association, Chicago, Ill.

<sup>1</sup>*People ex rel Furman v. City of Chicago*, 116 N.E. 158, 278 Ill. 318 (1917); *Seattle High School Chapter No. 200 v. Sharples*, 293 Pac. 994, 159 Wash. 424 (1930).

activity of teachers or school personnel but the principles enunciated are controlling in the area of workers in education.

It becomes pertinent now to turn directly to an analysis of the support which courts have given to those governmental units that wish voluntarily to respond favorably to some of the efforts of public employees to engage in the concerted activities common for labor organizations. The same study will furnish a foundation for judgment as to the extent to which legislative provisions may support the endeavors by public employees to participate in concerted activities familiar in the area of industrial relations.

The springboard case which leads into this discussion is the 1951 Connecticut Supreme Court decision of *Norwalk Teachers' Ass'n v. Board of Education of the City of Norwalk*.<sup>6</sup> The Court bluntly stated that in the absence of a prohibitory statute or regulation, no good reason appears as to why public employees should not organize as labor unions.

This seems utterly sound. Indeed, it would not be surprising if future litigation were to establish that statutes prohibiting the joining of unions were offensive to the U. S. Constitution's first amendment, protecting the freedom to assemble. Some state court holdings to the contrary do not seem persuasive. The state decisions asserting no first amendment rights proclaim that employees overlook the fact that no one has a right to demand that he be employed in governmental service<sup>7</sup> and that employees ignore the principle that by voluntarily accepting employment with a governmental unit, they assume the obligations incident to such employment and impliedly agree to come under the conditions as they existed.<sup>8</sup> In the face of the clear first amendment right of freedom to assemble, such arguments appear no more plausible than would the contention that first amendment freedom of religion rights would give way to a pronouncement that governmental employees were not to become members of a certain recognized church.

The only logical justification for prohibiting public employees from joining a labor union would seem to require a finding that labor unions generally seek to force their employee members to do something which is inconsistent with the position of the employee as a governmental worker. For instance, if it could be established that all unions

advocated that government employees use the strike weapon, it might be reasonable for the legislature to forbid governmental employees to join a union. All unions do not, however, agitate for use of improper methods or attainment of unlawful goals. There appears, therefore, no valid ground on which prohibition of union membership can be based.

Of course, merely granting employees of government the privilege of joining a union will not put them on a plane of equality with industrial workers. To approach such equality the employees must have the right to be represented in collective bargaining by an organization or union. And the unit of government must have the power to bind itself through certain contractual terms which are the product of collective bargaining.

#### Limited Approval

The *Norwalk Teachers* case is perhaps the best example which points the way to approval within reasonable limits of permitting a union representing public employees and a governmental unit to bargain collectively for certain meaningful goals. In *Norwalk* the fundamental limitation placed on the teacher association therein involved was that it could only bargain for the teachers it actually represented. This is different than the attitude in the business—industrial field where the rule is that the union selected as the representative of the majority in an appropriate unit bargains for all employees that fall within the unit, including those who are not members of the union.

The authorities<sup>9</sup> seem to agree that in the absence of a specific statute authorizing a union representing a majority of public employees in an appropriate unit to represent all in the unit, the union may only negotiate for its members. In other words, the school board may recognize a union of public employees, but as the representative of its members only. This is made clear by the language in *Norwalk*:

"It would seem to make no difference theoretically whether the negotiations are with a committee of the whole association or with individuals or small related groups, so long as any agreement made with the committee is confined to members of the Association."<sup>10</sup>

Other reasonable limitations placed upon collective bargaining can best be viewed from the positive approach of noting what kind of collective bargaining contract terms have been ap-

proved and the reasons stated for the approval. In the reasoning, distinctions are made which spell out limitations. The logic of the decisions in this area strike most directly at the philosophy shared by some that bargaining and agreement constitute a usurpation of the legislative function and, therefore, cannot be sanctioned.

In *Norwalk*, dealing specifically with collective bargaining with a teacher's association,<sup>11</sup> the court makes clear that there can be negotiations over salaries. The judges qualify by pronouncing that the parties are restrained as to the outer limits by any statutes which might place ultimate budget control in some other official governmental body. Obviously an effective check would be created by any legislation putting a brake on total revenue which could be collected for school purposes.

The *Norwalk* decision further approved negotiating on such matters of concern to teachers as employment, working conditions, and grievance procedures. But again the admonition is clear that a school board may not sign a contract which contains a provision contrary to law. As a matter of fact, this is not a principle unique to labor relations law as it applies to governmental employees. Even in the commercial field collective bargaining does not carry with it the implication that existing statutes may be nullified or abridged.

The Arizona Supreme Court makes this philosophy quite clear in its statement:

If a civil service scheme provides for the regulation of matters normally contained in a collective bargaining agreement the conflicting terms of both could not exist concurrently. The inconsistency would be resolved in favor of the statute.<sup>12</sup>

A matter which would surely be of interest to any union bargaining for its constituents would be provisions concerning tenure. If statutory law were silent on tenure, a school board might very well permit bargaining for contractual tenure. If a tenure law existed it would probably pretty well foreclose negotiations. The usual tenure legislation contains provisions for a probationary period, prohibition against dis-

<sup>6</sup>83A. 2nd 482, 138 Conn. 269.

<sup>7</sup>*Furman v. City of Chicago*, *supra*, note 1.

<sup>8</sup>*C.I.O. v. City of Dallas*, *supra*, note 4.

<sup>9</sup>Ryne, *Labor Unions and Municipal Employee Law*, pp. 134-135 (1946); *Union Activity in Public Employment*, 55 Col. L.R. 343 (1955).

<sup>10</sup>*Supra*, note 6 at p. 486.

<sup>11</sup>Some efforts have been made to forbid bargaining with a union affiliated with a national or international labor organization and permit it with an unaffiliated teacher organization. The justification for such a distinction is said to lie in the belief that a national and international union is more apt to induce work stoppage. For reasons noted hereafter this does not seem to be too sound a theory.

<sup>12</sup>*Local 266, International Brotherhood of Electrical Workers, AFL v. Salt River Project Agricultural Improvement and Power District*, 275 Pac. 2d 393, 397; 78 Ariz. 30 (1954).

charge after permanent status attaches except for stated cause and a procedure for dismissing a teacher — including notice of charges, investigation, trial, and decision by the school board. The usual specific tenure legislation is such that it would appear certain to leave little room for collective bargaining.

Frequently laws on retirement and pension legislation are rather detailed. Most often the field has undoubtedly been pre-empted as against collective bargaining.

#### On Working Conditions

Since legislation is not too common in all areas of working conditions, a board of education might very well agree to bargain over certain matters which it might eventually permit to be incorporated into a contract. For example, the parties could agree on responsibilities for supervision at extracurricular events, such as student dances and athletic events. A great many other matters bearing upon working conditions could become the subject of discussion, and solutions might eventually appear in contract form.

In the commercial field of labor relations, negotiating parties have often manifested an awareness of the fact that provisions for the arbitration of controversies arising under contracts are the most peaceful and efficient way of settling disputes which have arisen under contracts. Certainly such provisions provide a less cumbersome way of settlement than a lawsuit. The standard contract providing for arbitration contains clauses spelling out the grievance procedure which is to be followed prior to going to arbitration. The courts have given considerable attention to the question as to whether public employers and their governmental employees can include an arbitration clause in any contract which results from collective bargaining.

The tone of court thinking is strictly along the lines of reasoning that has been previously outlined. Some courts think the provision would be a complete abdication of authority delegated to the school board by legislative act. The Ohio court expressed this attitude when it said:

Under the civil service laws of the state and city, it would seem a vain and futile thing for the Transit Board to refer the issues to an arbitrator who with the best intentions, but in ignorance of civil service law, might make an award which it would be legally impossible for the Transit Board to accept.<sup>13</sup>

<sup>13</sup>*City of Cleveland, supra*, note 4.

“Good faith bargaining is one of the  
best ways of keeping the school personnel and  
public realistically informed about  
vital problems of school administration. . . .  
Another benefit of good faith collective  
bargaining can be the creating of a  
climate which will enlighten the public  
as to the problems of the school and  
enlist assistance for their solution.”

The *Norwalk* case takes a more moderate view. As was true in connection with the issue of bargaining for certain contract advantages, the court recognized that there is no reason to deny altogether the power of a school board to enter voluntarily into a contract to arbitrate a specific matter. On the other hand the court shows an awareness that an agreement to submit all disputes to arbitration would be in a different category and improper. This, indicated the court, might put the school board in a position where it likely would find itself committed to surrender the discretion and responsibility imposed on it by law. As an illustration, the court stated that the school board could not commit to arbitration the question as to whether a teacher was discharged “for cause.” Since legislation gives school boards authority to make investigations, hold hearings, and make a determination as to whether there is “cause” for dismissal, the court concluded that a school board could not delegate its duties to an arbitrator or board of arbitrators.

The ultimate answer is, therefore, likely to depend upon the degree of specificity by which the legislature has imposed a responsibility upon the school board. As was true in connection with the part of this discussion which had to do with bargaining on salaries, there will be certain limits within which an arbitrator may receive a delegation to function. The keeping of an arbitrator confined within limits insures that the school board will not have to surrender the essence of its power.

#### The Right to Strike

No discussion concerning the ability of public school teachers and employees to engage in concerted activities common for labor organizations can be complete without facing up

to the right to strike and picket in support of strikes. The judicial attitude in this regard is uniform. All courts and authorities<sup>14</sup> agree that the right does not exist. The philosophy which supports this conclusion has been variously expressed. The attorney general of the State of Minnesota told the Board of Regents of the University of Minnesota that “should we accept the doctrine permitting strikes we would in effect transfer to such employees all legislative, executive, and judicial powers now vested in the duly elected or appointed public officers.” Calvin Coolidge, in dealing with the question of strikes by public employees, took the position that there is “no right to strike against public safety by anybody anywhere at any time.” Woodrow Wilson called strikes by public employees “an intolerable crime against civilization.”<sup>15</sup> The *Norwalk* case quotes Franklin D. Roosevelt, whom it identifies as certainly no enemy of labor, as saying, “a strike of public employees manifests nothing less than an intent on their part to prevent or obstruct the operation of government and such action is unthinkable and intolerable.”

It appears particularly logical to conclude that a state can halt the strike and picketing in support of strike activities. Continued operation of schools is certainly vital to general welfare. State police power can surely insure that such operation is not interrupted by picketing and strikes. Furthermore, school personnel, most particularly teachers, work in a sensi-

<sup>14</sup>For a summary of authorities see Seasongood and Barrow, *Unionization of Public Employees*, 21 U. of Cincinnati L.R. 327 (1952). Also see Ryne, *supra*, note 9 at p. 44. The *Norwalk* case is in accord.

<sup>15</sup>These attitudes are quoted by Vogel in *What About the Right of the Public Employee*, 1 Labor Law Journal 604 (1950).

(Concluded on page 38)





The children are happy to find that they can do things themselves and work with others.

Devoted parents overcame tough roadblocks in a smaller city

## How Enid Provides for the Mentally Retarded

ARLENE KELLEY MOORE

Enid, Okla.

In Enid, Okla., parents of retarded and slow learning children, desiring to give such children the love and security of a childhood within their own family combined with the necessary benefits of educational training, determined to set up special education classes for exceptional children within the public schools of their community. Undaunted by the generally accepted theory that special education classes could not be conducted successfully by smaller communities with their limited resources and facilities, this city of approximately 40,000 people proceeded to prove it could be done. This is not to say that Enid is the only community of its size in the nation with special education classes; only that it is in a regrettable minority.

### Organizing a League

Their first step was to organize the Children's Benevolent League for the purpose of advancing the opportunities of the mentally retarded in the area. In working toward this goal, the League appointed a committee to gather facts concerning the number of children needing special education, the cost of such classes, and other pertinent information. These facts were presented to members of the school board and the superintendent.

Upon investigation, the school board determined that the law re-

quires it to provide education for all school age children without specifying any mental qualifications. It is the American concept of education that all children capable of functioning and progressing in a classroom situation are entitled to education within their limitations. State schools and private institutions are limited in number and are seriously overcrowded. These schools necessitate taking the child from his home and family in most cases. The quickest, most desirable solution appears to be special education within the public schools.

### Selling the Program

Special education faced many obstacles in Enid. Perhaps the greatest of these was the lack of information available to the public concerning the number of retarded children in the community and the possibility of helping these children with special classes. This obstacle was overcome largely by the parents and members of the Children's Benevolent League which later became the Northwest Oklahoma Council for Mentally Retarded Children, an affiliate of the state association. This group took the lead by establishing a small Opportunity School and supporting it entirely by local effort, proving to the public that even some of the more severely retarded children could attend classes successfully. This school

is still in operation for those students too old to be accepted by the public schools.

(The community was shocked by the survey of the National Association for Mentally Retarded which shows that 30 out of every 1000 persons in the United States are mentally retarded. Twenty-five of the 30 are educable and slow learners who will, if properly trained, become self-sufficient. Four of the 30 are trainable and may become partially independent and productive if trained and placed in sheltered workshops and other supervised limited occupations. The alternative is usually eventual commitment to a tax supported institution.)

Cost was a big factor to consider. In Enid's case, the greatest single expense was encountered when the board of education voted at the close of the first year to pay the cost (not to exceed \$150 per student) of summer school for four teachers to allow them to take courses necessary for state certification in the field of special education. Certification of the teachers entitles the program to state aid.

Special education teachers in Oklahoma receive a five per cent pay differential. The ratio of children per teacher is somewhat lower with exceptional children. The size of the class depends on the level of development of the children. Trainable



classes may consist of up to 10 or 12. Educable classes may be as large as 20 students. The people of Oklahoma speaking through the Oklahoma Association for Mentally Retarded Children have brought the matter to the attention of their lawmakers to secure increasing financial aid for this phase of education.

#### Development of Classes

Each prospective student was given psychological tests and observed by the school guidance director to determine as accurately as possible the level of development which the child had attained and the probable rate of progress which could be expected. These factors as well as the chronological age of the child were studied before actually placing the child in a class.

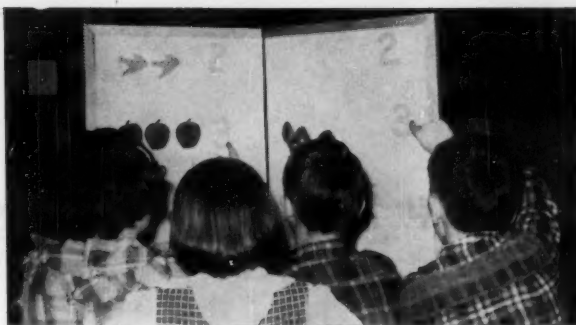
By the beginning of the second year they were ready to accept a number of students from the regular public school classes. These students were failing repeatedly and experiencing great difficulty in competing with normal children. They were recommended for special education classes only after long and careful consideration. With the addition of these pupils, the enrollment reached 42, and was divided among four classes; two full day classes and two half day sessions made up of trainable and younger children. The problem of establishing compatible classes was especially great during the first year when the enrollment was still small and all the children were in a room together regardless of their particular mental age. As the number of classes increased this condition was remedied.

Children who live quite a distance from the school are allowed to bring their lunches. The mothers take turns spending this hour with the children supervising their lunches and recreational activities to eliminate additional responsibility for the teachers. The classes are scheduled to allow parents with normal children in other schools to send these children to school and still get the youngsters in the special classes to their school on time.

The classes are held in one of the elementary schools in the city. The children attend school in a regular building with normal children. They use the same playgrounds. Not the least of the questions facing the school board as the program progressed was the effect such actions would have on the other children and their parents.

"To my knowledge, there has not been a single incident or complaint since the classes have been held in our building," says the principal of

"Each parent was overwhelmed with happiness . . . to see his child belonging and participating in a part of society."



the school housing the classes.

The special education program strives to advance the students in academic skills; social adjustment including manners, consideration of others, respect for authority, responsibility and the ability to live happily with others, self-care and grooming; health; safety; music; arts and crafts; as well as in physical and recreational activities.

Participation in the Christmas program was a great achievement for every child in the school. For most of them, it was their first appearance before an audience. More than one eye was surreptitiously dried that evening; not because their efforts were pitiful, but because the students performed surprisingly well and each parent was overwhelmed with happiness and satisfaction to see his child belonging and participating in a part of society.

#### Parent-Teacher Co-operation

A parent-teachers club has been organized. The monthly meetings follow the pattern of most PTC groups with guest speakers, group discussions, and informal planning for school activities. Increased understanding between teachers and parents, as well as friendships among the parents, aid in the growing spirit of co-operation in the school. Personal conferences with the parents at approximately six-week intervals have replaced report cards and give the parents a much clearer idea of the child's progress.

Children who had been sullen and unco-operative in regular classes began to relax and participate. One child who had taken refuge in sleep to hide his inadequacy abandoned his retreat and became an alert and happy student. No miracles — these children are still retarded and slow learning — yet now they are progressing. Here at last is a niche they can fill with pleasure and satisfaction and companions who understand and respect them.

#### Results of the Program

"One great advantage of special education is helping the parents to realize the child's limitations and adjust their expectations accordingly," says Superintendent Carl Wagner. This group of parents in the Enid area is composed largely of informed understanding individuals anxious to put the needs of their children before their own personal reluctance or embarrassment. True, there are still a few parents in Enid refusing to allow their children to enjoy the benefits of special education even though the child has demonstrated his great need. On the other hand, there are some thankful of the opportunity to bring their children as far as 32 miles a day for only a half day session.

A class at junior high school level has just been added to the Enid school system. A student may progress as rapidly as he is able and enter regular classes as soon as he improves to a point relatively close to his chronological age group.

Lucky is the child, retarded or normal, who is led by an inspired and devoted teacher. Enid was extremely fortunate in securing exceptional teachers, all volunteers, possessed with unending patience, understanding, and sympathy — not to be construed as pity. There is no need for pity here.

"There have been times I have experienced particular difficulties with a child and have felt I was not helping him and then I would talk with the parents and find there had been great improvement in the home life due to the child's experiences in school," reports the teacher who pioneered that first year in Enid. "The benefits of the program are far reaching. Some of the children will become self-sufficient; others will not become productive but their improvement in social adjustment will enable them to live more happily with their families."

# Harrisburg Spotlights

## the Languages



**JANET MAE BOOK**  
Harrisburg, Pa., Schools

— the Mott Foundation, Flint, Mich.

"There is no reason why our children cannot learn languages as do the young boys and girls in all parts of Europe. The only way it can be done is to start the study of a language at an early age and continue it over a long period of time." This statement was made by William Lipsitt, president of the school directors of the city of Harrisburg, Pa., after a trip to the Soviet Union during the summer of 1959.

Many people, after hearing the statement, began to think and discuss ways to make a second language available to the students of the city. With the beginning of the new fall semester, a three-fold program spotlighted the study of modern foreign languages in Harrisburg.

### 1. High School Language Labs

The first area to be focused in the spotlight was the high school program where identical language laboratories were installed in the two high schools of the city. Each was equipped with 30 soundproof booths, provided with earphones, a microphone, and volume controls enabling the student to hear his own voice and to receive instructions from the master teacher at the console.

**This three-point program meets a growing need through teaching foreign language to students as early as the first grade in much the same way they were taught English.**

### 2. After School in the Grades

The second phase of the program was an area out-of-school language project which was begun in the second semester. A foreign language committee of lay personnel, teachers, administrators, and a foreign language specialist from the Pennsylvania Department of Public Instruction organized and offered to the community of Harrisburg and its suburbs the opportunity for elementary children to be enrolled by their parents in after-school modern foreign language classes for a slight fee.

When the residents of the area heard that a core of modern foreign languages

— French, German, Spanish, Russian, and Italian — would be offered for 15 weeks, the response was overwhelming. Registrations reached a peak of 521 children, from grades one through six, who lived in and around Harrisburg. Although some have dropped out since the first lesson, there are still 203 in the French group, 139 in the Spanish, 100 in the Russian, 64 in the German, and 15 in the Italian. The out-of-city enrollment totals 127, with some children coming a distance of 20 miles to attend the classes.

An outstanding feature of this program is that the nine teachers who have been appointed were once natives of the country in which the language they teach is spoken, and they received their education in the universities of that land.

Weekly, hour-long sessions are held in the one elementary building on Thursday at 4 and 5 p.m. and again on Saturday at 10 and 11 a.m. No class has less than 14 members nor more than 21. The basic objective of each class is to acquire a speaking fluency of the language as the teachers use the so-called oral-aural method, which means that the children learn the second language in the same way they learn their mother tongue. They hear and speak it just as they heard and spoke English before they arrived in kindergarten.

If the demand for the continuance of the classes is sufficient, they will be a part of the extra-curricular activities of the elementary children of this community. A six-week summer program is being considered. These classes are making it possible for the children to learn and maintain a second language for their use in the future.

### 3. Spanish on Television

For the third phase of the program, a Spanish language series on television became a reality for all sixth graders in the area in February, 1960. Fifteen of these telecasts were given by Mrs. Margarita Kearns, a native of Puerto Rico and a former college professor.

During the program, two cameras and a rear screen projector were used to aid in projecting the material for the pupils. A split screen showed on the upper half the instructor pronouncing the words, while the lower half contained the words pronounced. The pupils saw and heard the word at the same time. The vocabulary also appeared in the newspapers of the city immediately before the telecast.

The Harrisburg schools have placed modern foreign languages in the spotlight this year as the district stepped forward with its three-fold program. Each phase will aid the students to become fluent in a second language which seems to be a necessary requirement in the world of tomorrow. ■

Quality and quantity in education? A comparison of the language laboratory and the teaching machine, two tools of the schools which promise to combine mass education while achieving quality education. . . .

# Teaching Machines and the Language Laboratory

P. E. KING

President, Magnetic Recording Industries  
New York, N. Y.

Today, educators repeatedly ask: "If the field of languages has found at least one answer to the question of how to cope with both *quality* and *quantity* education, then how can this tool be applied to other areas of education?" Relatively little experimentation has been done to date and any discussion of this question falls into the category of "crystal gazing" into new horizons.

As for the language laboratory, the most important reason for its apparent success is its ability to offer at least one answer to this great educational dilemma of the 1960's, namely how to combine *mass* education with *quality* education. Because the student is required to participate actively and constantly, and with greater freedom to progress within the limits of his own talent and interest, the language laboratory certainly increases the quality of language teaching. Within the next few years, with the inevitable advent of good programming and better program materials, the language laboratory will also be able to do justice to the growing number of students without forsaking the better quality of instruction, which it already offers.

Outside of the language laboratory, all efforts to solve the "quality-quantity" question have produced either of two opposite developments: On one end are *mass* media such as films, television (both wireless and closed circuit), large lecture presentations, etc., all attempting to cope with the quantity problem. An important advantage of the mass media approach is the fact that a very scarce commodity—superior teachers—becomes accessible to many more students. There are also limitations: the lack of active participation or self-expression on the part of the students during mass presentations apparently tends to level them off to an average speed or rate of progress.

## The Teaching Machine

On the other end, and as a healthy counterbalance to the mass media effort, stands the teaching machine, a completely individualized approach to learning. Obviously, the underlying philosophy is based on the student's active participation and progress according to his own talent and motivation.

The teaching machine is a device

which permits presentation of programmed material, primarily in visual form, to a student. The student is presented a printed question or other visual or pictorial stimuli, he is given a means to respond, and then through manipulation of a lever or button, or automatically, he is given the correct response immediately after his own attempt. Very rarely, to date at least, does the teaching machine present programs in audio form.

The language laboratory "consists of mechanical and electronic equipment by means of which the student, individually or in a group, hears and repeats prerecorded material in a foreign language. He may listen with headset and hear his own voice, either simultaneously through the earphones as he speaks into the microphone, or by recording on disc or tape and playing back his recording."<sup>1</sup>

The "language laboratory" is a misnomer. No better name has yet been found. The expression "teaching machine" is an overgeneralization, but no better name has yet

<sup>1</sup>Foreign Language Laboratories in Schools and Colleges, U. S. Office of Education, 1958.



been found. "Self-teaching machine" would be a more correct name. In a broad sense, the language laboratory also is a teaching machine, or self-teaching machine; so is the printed textbook, the blackboard, or any other teaching tool. There are many common areas for the language laboratory and the teaching machine. There are other areas where they are opposites.

Both the teaching machine and the language laboratory are based on a philosophy of *self-teaching*, that is, the principle of the machine helping the student to teach and correct himself. For the teaching machine, this is the basic premise for its success. The language laboratory also has self-teaching characteristics, but here the success of this self-teaching process is intimately tied to proper and almost constant supervision by trained teachers or other qualified personnel.

Both the teaching machine and the language laboratory provide facilities

for the student to progress in accordance with his own *talents* and *motivation*.

Both at the teaching machine and in the language laboratory, the student works on "problems" and his progress depends upon his *success in solving such problems*. That is, the student is expected to solve these problems, since otherwise he cannot progress. This continuing process of finding solutions to problems is working very well in the field of languages; and if the currently-operating experimental programs in other subject matters are any indication, rather remarkable results are achieved at the teaching machine.

### Programming

Thus, the next area for comparison is the question of *Programming*. Good and proper programming is a *must* both for the teaching machine and the language laboratory. However, the very existence of the teaching machine depends upon complete

and correct programming; there is no room for improvisation. The program is prepared first, and the teaching machine is designed to fit the program—or at least, both are developed side by side. The language laboratory, of course, should also be based on good programming, but at least at the present time, a certain amount of improvisation, i.e., "on-the-spot teaching" is possible.

The teaching machine appears to have a place in the teaching of *all subject matters*. The language laboratory to date confines its subject matter to that of language teaching, and while several other areas of education appear to lend themselves well to the laboratory-type approach, none so far have undergone extensive experimentation. Interest, however, remains quite high in this direction and one might well speculate whether the language laboratory and the teaching machine may one day become one and the same.

### Visual Presentations

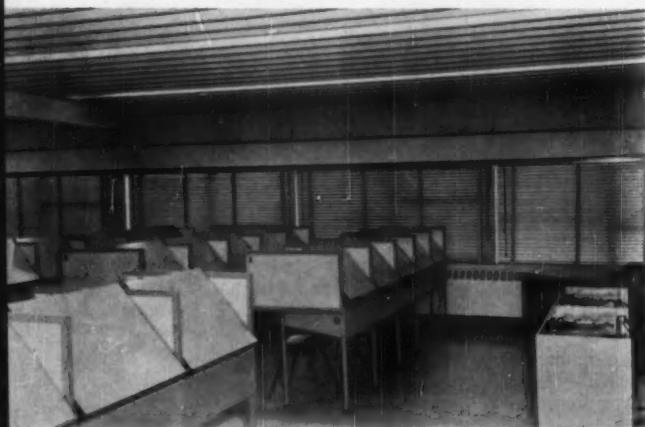
*Visual* presentations are essential to the teaching machine. Such presentations may be the printed word, pictures, filmstrips, etc., or a combination of such approaches. *Audio* (sound) will be helpful in the application of the teaching machine, if properly co-ordinated with the visual program.

In sharp contrast, *sound* (audio) is the life blood of the language laboratory. Sound is essential to language learning. *Sight* (visual) will be helpful in the language laboratory if used for bypassing translation or as a mnemonic device to cue the student.

Because the teaching machine uses sight as its primary, if not only, medium of communication to the student's mind, the *self-testing* (*problem solving*) activity usually also occurs in a visual manner. That is, the student's constant comparison of his own efforts and the correct result is absorbed via his eyes; naturally this is rather accurate and not too much subject to student errors or misinterpretations. In contrast, the language laboratory which depends upon the student's ear (*audio*) for self-testing and self-correction is much more subject to subjective interpretations and misinterpretations. Thus, the need for *supervision* in the language laboratory is far greater than with the teaching machine.

When considering the *intangible human aspects* of both the teaching machine and the language laboratory, it is clear that both, when properly applied, can create very *high motiva-*

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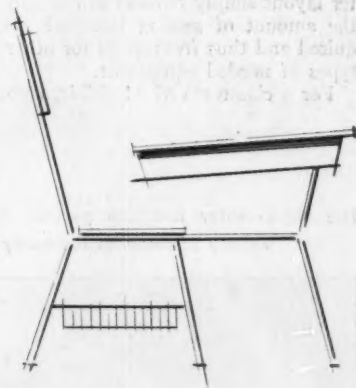
To the left is a typical language lab. Below, a student operates a teaching machine.



Western Design



# Does Every Child Need a Separate Desk?



Walk into a vacated classroom of a modern elementary school. What do you see? You view a room filled with furniture. More than likely the pieces of furniture in the room have one thing in common. They all are alike. If the furniture is as modern as the school, each desk is designed to accommodate a child who engages in a multitude of activities. Because the desk is a compromise in design, it, at best, is completely adequate for only a few of the many activities for which it is used.

Many classrooms do have auxiliary furniture, such as a multi-purpose table, in addition to a desk for every pupil. Although the auxiliary furniture facilitates many activities, it crowds the room even more, by using valuable floor space. Obviously, the addition of auxiliary furniture to classrooms is deterred by two factors—cost and shortage of floor space.

How can one get into the classroom the many different kinds of furniture needed to carry on a modern program of instruction?

Two alternatives are apparent. Additional furniture may be added to the existing arrangements. This would necessitate larger classrooms. The feasibility of extra investment for additional furniture and more floor space is doubtful. The second alternative is to completely rethink the concept of classroom seating and break the Gordian knot or stereotype

pattern of requiring an individual desk for each pupil. This is a brief report of an investigation of the latter alternative.

## The Work-Center Layout

The furniture in our homes is designed to accommodate rather specific activities. Although we may occasionally nap in our chair or read in bed, no piece of furniture is thought to be adequate for all our activities. If we apply the analogy to the classroom, perhaps we can think through a new design for a classroom layout.

Through careful observation and analysis, we classified pupil activities into some 16 categories. These categories involved such academic activities as writing, discussion, dramatizations, rhythmic, musical, art, and construction activities. What kind of furniture layout could be used to accommodate such a wide variety of activities?

We envisioned a series of centers of work such as (1) a reading area partially screened off from the active areas, with comfortable chairs and round table, accessible bookshelves and display boards with colorful illustrations and book jackets; (2) a nook or corner with comfortable chairs for use in reading for pleasure, committee work, dramatizations, and visiting; (3) an area for group work at large folding tables; and (4) about half as many uniform

The traditional one-desk-per-student method falls short of the assets of the "work-center" layout, which offers more flexibility and permits a more creative program in the classroom while saving time and minimizing control difficulties

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desks as there are pupils in the room, for use in testing, doing individual research, reading, studying and writing.

Would a work-center layout accommodate all activities, even writing? Teachers usually divide their classes into smaller working groups so that pupils engage in different activities at any given time. Only seldom do all pupils write at the same time. Even if they do, a table is as acceptable for a writing surface as an individual desk. The work-center layout simply reduces to one-half the amount of seating furniture required and thus frees space for other types of needed equipment.

For a classroom of 32 children we

back of each portable bookshelf was constructed of a teaching surface, either chalkboard or tackboard.

The furniture was used in four classrooms, a second and fifth grade in each of two schools. A year was spent in evaluating the usability of the furniture. Attention was given to the relationship of classroom furniture and the instructional program. The usability of the experimental furniture was investigated by observing it in use and comparing several facets of the instructional program in classrooms in which the new furniture was used with the program found in classrooms in which conventional furniture was used. Particularly, we were interested in fac-

ness within the classroom and the ease with which the teacher can control the classroom situation?

2. What effect would the new arrangement have upon the amount of time required to change from one instructional activity to another?

3. What effect would the new arrangement have upon the child's feeling of security?

These concerns were considered in evaluating the adequacy of the work-center layout.

### Adequacy of the Work-Center Layout

Does classroom furniture have any relationship to instruction? Particularly, does the instructional pro-

The work-center furniture permits the use of a wide variety of material for many activities.



A lounge area provides a comfortable, sociable setting for reading and study.

used the following pieces of furniture:

1. Two rectangular (folding) tables six feet in length.
2. Two round tables three and one-half feet in diameter.
3. Eight table-desks three feet square. These were essentially two one-twelve desks joined back to back. Four book compartments were placed on each of these desks, enough for the 32 pupils.
4. Thirty-two pupil chairs.
5. Stuffed (upholstered) furniture consisting of two pupil chairs and a settee large enough to accommodate two children.
6. Two movable book cases four feet long mounted on rubber casters.
7. Two double easels.
8. A teacher's desk and chair.

All of the pieces were designed so that they could be easily moved and arranged. Each pupil was provided with an individual book compartment but no individual and permanently assigned work surface. The

tors we believed to be influenced by furniture, such as: (1) provisions for individual differences, (2) curriculum organization and teaching techniques, (3) social organization and classroom psychological climate, (4) efficiency and orderliness of classroom activities, (5) order-maintaining techniques, (6) intraclass grouping, (7) use of materials, (8) pupil leadership, (9) movement of furniture, and (10) adequacy of furniture and layout.

### Teacher Concerns

When teachers and administrators are introduced to the work-center idea, many pro and con reactions may be heard. Consistently, however, three questions are raised by these interested persons concerning the elimination of an individual work station for each pupil:

1. What effect would such an arrangement have on the general orderli-

ness in classrooms using the work-center layout differ from programs in classrooms using conventional furniture? Recognizing that our investigation included a limited number of classrooms, we were, however, able to describe some significant differences in the programs of the classrooms studies.

The instructional programs in classrooms using the experimental furniture were more in harmony with tenets of modern educational theory than were the programs in classrooms using conventional furniture. Although no causal relationships can be shown, the data, together with the expressed opinions of teachers, seem sufficient for one to state that the experimental furniture permitted a more creative program in the classroom. Specifically, programs in the classrooms using the work-center layout were more flexible, afforded more opportunities for pupil leader-

ship and more adequately individualized instruction. Pupils in the work-center classrooms used a greater variety of materials and participated in a greater variety of learning activities.

Because pupils in the work-center layout were not assigned a permanent work station, individuals or small groups could select the furniture most appropriate for the tasks at hand. The abundance of large, unbroken work surfaces permitted greater use of manipulative devices, large sheets of paper, maps, and other large materials. The stuffed furniture was used extensively for free reading and small-group work. The movable book shelves were used

The work-center layout actually required more floor space than did the conventional furniture. At first blush this might appear to contradict the intended purpose of the new layout. The classrooms had less open space for activities requiring pupil movement. However, the new furniture was more flexible; it was moved

## variations of the "work-center" layout



— American Desk Co.

The work-center permits greater utilization of central floor space.

not only for making books and materials easily accessible, but provided partial screens for nooks in which research or committee work might be done. Children appear to be distracted as much by movement as by noise. These screens helped provide a semiprivate place for concentration.

The expressed fears of many teachers that the work-center concept in classroom seating would result in greater time required for changing activities, more difficulty in control, and more cliques among pupils are without substantiation. On the contrary, the classrooms using the new type of furniture were more efficient and orderly. Less time was required for changing activities. Teachers using this type of furniture had to use fewer control techniques per day than did teachers using conventional furniture. Intraclass relationships did not appear to be influenced by the type of furniture used.

more frequently and with greater ease. The flexibility permitted greater utilization of the available floor space and permitted larger activity areas when they were needed.

Most modern classroom furniture is movable. Careful observation, however, reveals that it is seldom moved. For various reasons, teachers seldom take advantage of the flexibility afforded by movable furniture. Too often they arrange the furniture for one type of activity and limit their activities to fit the arrangement. Such arrangements usually have large areas of unused space near the doorway and near the chalkboards. Some teachers even reserve an open area for pupil activities requiring movement. Not infrequently does one find an area with chairs reserved for reading circles. Certainly these are legitimate activities, but to reserve valuable space for activities that, at most, are in progress no more than

20 per cent of the time, seems unwise. In the classroom of average size such open areas are seldom adequate, and, too, pupil seating is unnecessarily crowded, adding to traffic and control problems.

A more functional arrangement for any modern, movable furniture would be to use most of the available space and shift furniture when open space is needed. Rearranging good furniture is no major undertaking. After a little instruction and practice, pupils can do it quietly and without teacher direction in a matter of seconds.

The work-center layout utilized most of the floor space. On occasions, when a large open space for pupil activity was needed, the furniture was placed against the walls. Pupils could easily clear more than two-thirds of the total floor area in less than two minutes.

### Evaluating Furniture

In evaluating furniture, every administrator must concern himself with initial cost. That initial cost is frequently of foremost concern is regrettable. Because furniture is a long-term investment, functionality is of primary consideration. However, the work-center layout was designed to be comparable in cost to conventional furniture. The furniture used was somewhat more costly because of the added furniture and the portable bookshelves. Excluding these features, cost of the work-center layout was almost identical with that of modern table furniture.

One word of caution should be noted in evaluating adequacy of any classroom furniture. The adequacy of classroom furniture cannot be measured solely in terms of its adequacy for specific activities as they occur. Teachers and pupils learn to adjust the program and materials to meet the limitations of the furniture. When this happens, adequacy of furniture can be examined only in its relationship to the total instructional program.

Teachers and pupils who used the work-center layout like it. Without exception they thought it was the best they had used. Parents of children became interested and enthusiastic about the furniture. In fact, the furniture provided a vehicle for helping interpret a modern program of education to parents.

No one thinks the new furniture is a panacea for improving instruction. Poor instruction can go on anywhere. The work-center layout, however, does offer more flexibility and permits a teacher to teach more creatively. ■



## on the special purpose building

The following pages reveal some economical innovations in school building. An auto shop with everything but an indoor speedway houses three music rooms; convenience arises from an off-center cafeteria; and a natatorium built on a slope saved over \$200,000.



An exterior view of the Mechanic Arts and Music Building for the Flint, Mich., Central High School. Architects for the school were Nurmi, Nelson and Associates, Inc., Flint.

## A Mechanical-Music Arts Building



An engine lab was a must for a Flint high school. There is a service garage where students may work on their own cars.

The split-level mechanical arts and music addition of the Flint, Mich., Central High School features three large soundproof rehearsal rooms on the second floor—two for vocal groups and one for instrumental musicians—and on the first floor a woodshop, an automobile-engine laboratory, and a garage for servicing and repairing cars and trucks.

The music facilities answered a pressing need for Central's choral and instrumental groups. Previously, the pupils had been compelled to rehearse in classrooms and on the auditorium stage, a practice highly unsatisfactory not only for Sousa, Bach, and Cole Porter but also for the teachers and students who were left, for the duration of the rehearsals, without a place to hold class.

There is no limit now to the peak — or pitch — the glee club may attain in its soundproof room. There is an additional vocal room, another for instrumental groups, and an all-purpose meeting room.



In addition, there was no place to store larger musical instruments except along corridor walls.

Besides the three sound-proof rooms on the second floor of the addition, there is a spacious all-purpose meeting room.

#### Mechanical Facilities

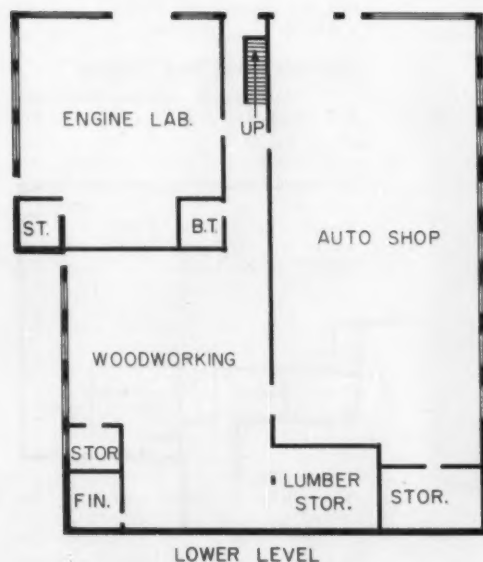
The ground floor auto-engine laboratory satisfied a desire in Flint — which

is situated in the heart of the automobile-producing industry — for suitable auto-mechanic facilities in the high school. The garage is large enough for the servicing of trucks, buses, and automobiles. Students may bring in their own cars and work on them. The advantages of this are obvious; a school-centered hot-rod club will benefit not only teen-age drivers — commonly in a category somewhere on the far left

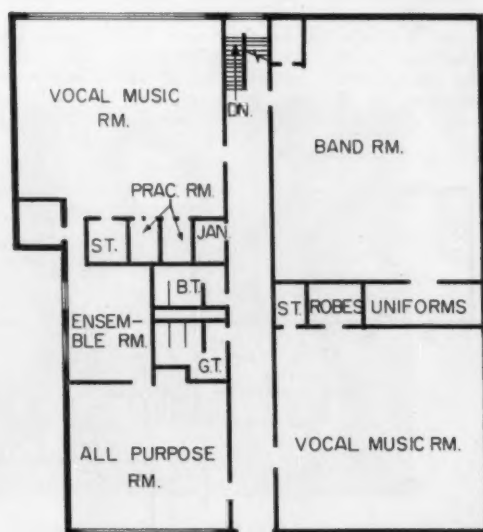
of women drivers — but the community as well.

The woodshop solves the space problem of the old one and presents an area for spray painting.

The exterior of the addition is brick with aluminum and porcelain enamel trim. The top is composition roofing over concrete deck. Inside floors are rubber tile. Total construction costs were around \$300,000. ■



LOWER LEVEL



UPPER LEVEL



**special  
purpose**

Louis N. Balluff  
Associates of Chicago  
were architects for  
the Roosevelt Junior  
High School addition  
in Bellwood, Ill.

## Roosevelt's Cafeteria Addition

The new cafeteria at Roosevelt Junior High School is in a newly constructed addition connected to the rest of the school by the extension of the older building's corridor.

People have asked whether this had worked better than if the cafeteria had been placed in the middle of the building with the thought of centralizing it, as many schools do, in relation to traffic. This latter plan was not possible at Roosevelt from the standpoint of cost and other things, for remodeling the existing building to permit an adequate cafeteria in the approximate center of the first floor area would have been disruptive to classroom and other educational facilities. Had it been architecturally possible to locate the cafeteria centrally in the floor area, the plan now in effect, recommended to us by our architects, Louis N. Balluff Associates of Chicago, is nevertheless much more efficient and satisfactory.

Many who advocate locating the cafeteria in interior building space offer the traffic advantages to other off-setting features. Those concerned with the Roosevelt project, however, feel that the advantages which might possibly be gained in traffic control and additional convenience are almost negligible and do not in any way overbalance the features achieved with the addition plan.

### Psychological Factors

Reasoning is based, to a considerable degree, on the psychological factors involved in separating the cafeteria. The room is raised somewhat over the rest of the first floor plan, as well as being housed in a separate building, with an enclosed passageway connecting to a main building corridor. This architectural separation creates a really measurable sense of well being in pupils (and teachers) while in the cafeteria; it gives them a feeling of being away

### A. H. CONGER

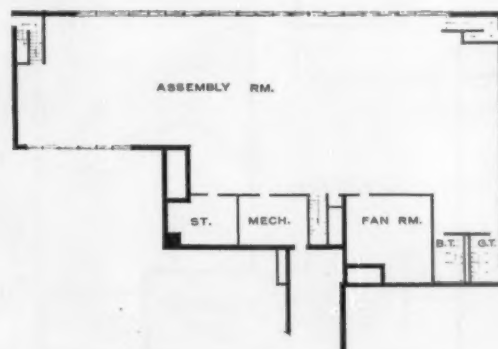
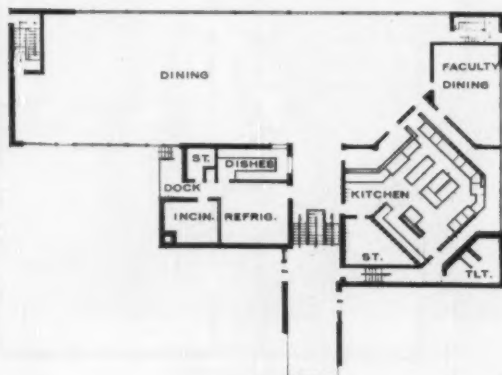
Assistant Superintendent of Schools  
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from the school proper. They relax better during lunch period.

Behavior in this cafeteria is much better than in the old one. Color and effective patterns may contribute to this, but the addition location itself has a considerable influence.

### Cafeteria Saves Time, Trouble

Functionally, the cafeteria works well. The room has a high ceiling, is well





lighted and offers plenty of space to permit ease of supervision and to allow the children to use the cafeteria for activities during bad weather.

About 230 children are served meals and 200 bring lunches and buy milk and candy bars. Half the children are served at 11:15 a.m. and the rest at noon. After eating, the children may dance; tables can be folded into the wall to provide more space.

Since the cafeteria has two serving lines (the old had only one), it now serves the children in about half the time previously needed. The students may adjust the length of the lines, which, in turn, makes supervision easier. The seventh grade pupils go through one line and the eighth graders through another. If it happens that one day more children are absent from the eighth grade than the seventh, and the seventh is unusually full, they may shift to the eighth grade line to equalize the serving time. The corridor between the cafeteria and the older building is wide enough for the incoming students to line up on one side without blocking passage of those leaving on the other. Incidentally, this conveniently wide corridor also serves school buses on bad weather days in giving students close access from indoors, for a driveway swings up to the enclosed passageway.

The use of material (tile and plastic) that is handily cleaned eases maintenance. Also, colorful materials are used. Both of these features have a good psychological effect on the students; thus, behavior is better.

#### Many Uses Besides Dining Hall

Teachers have a separate lunch room where they may go for coffee at recess time and eat lunch in private. Here they may relax and have a period away from the pupils for a part of the day. An easy-to-use lightweight folding door from the hall into the main section of the cafeteria is much appreciated by the women teachers.

The cafeteria was purposely planned for multi-use with tables that fold into the walls, pleasant decorating effects, etc. It is understandable that the cafeteria is one of the school's most useful all-purpose rooms. It has a large basement of the same size as the dining area, which is used for supplementary gym classes, activity periods, etc. Here there are roller skating, tumbling, parallel bars, shuffle board, dancing and the like. The dining area is put to various uses, including students' social dancing, square dancing, and programs in the activity period at the end of the day.

As soon as needed, the cafeteria will be used for supplementary classroom activity except during lunch period. It is also being used for teachers' luncheons, social affairs, teacher and community banquets, and pupils' parties.

The separate building for the cafeteria will permit a comparatively easy and graceful expansion of facilities when needed. Building programs can be conducted so as not to interfere with the normal operation of the school. ■



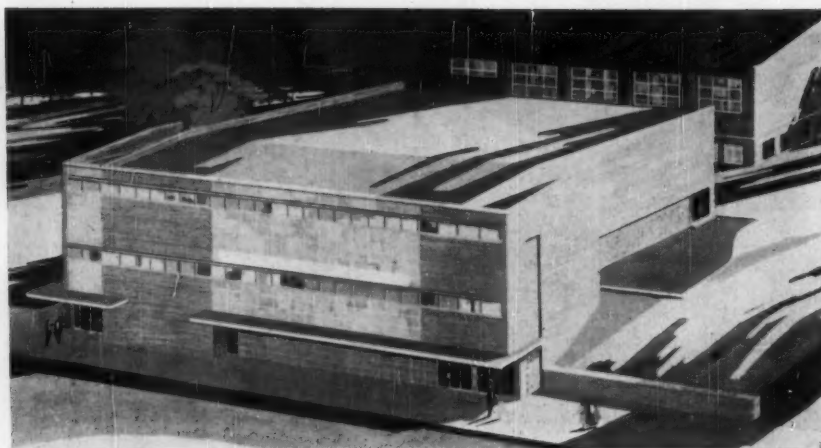
Folding tables permit more space for various activities carried on in the cafeteria such as dancing.



Two lines serve in half the time needed in the old, one-line cafeteria. Instead of following rigid procedure, students may join the shorter line to equalize length and save time.



The basement of the addition serves as a multi-purpose area in housing social and recreational functions.



**special  
purpose**

Planned by Pearce and Pearce, Inc., of St. Louis and opened in spring of '59, the building cost over \$200,000 less than the earlier low bid.

## The University City Natatorium

When bids were opened for the construction of a new University City, Missouri, natatorium in 1956, the lowest bid price of \$581,000 exceeded the budget by \$180,000. Disheartened school officials almost discarded the entire project. District authorities faced a decision: do without the natatorium or take positive steps to build one within

the funds voted for this purpose by a 1955 bond issue. Trying to bring the project cost down to the available funds was not possible because of the sizable cost over and above the budget.

The school officials decided to retain new architects and make a final effort at building an acceptable natatorium within the reduced budget. Working

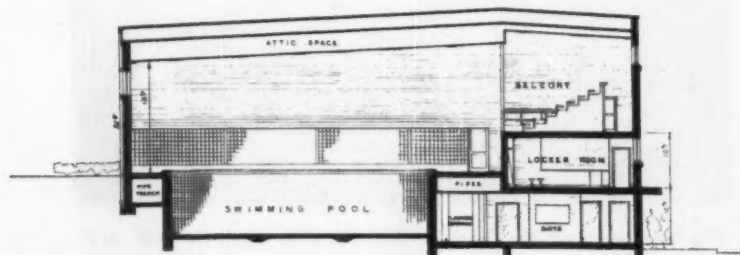
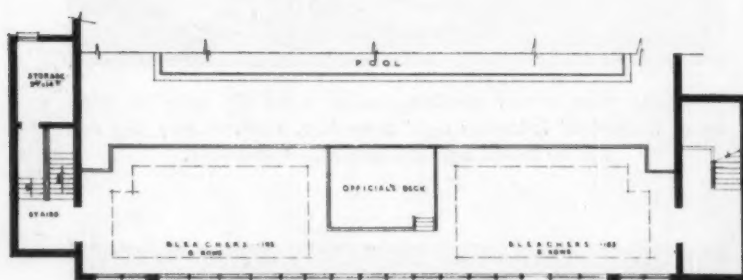
with the architects, they evolved a basic program that called for standards of acceptable quality within a budget of \$350,000. The unique-design solution to the problem of providing the best educational facility for the lowest possible cost is a reflection of the determination and co-operation of all the parties to achieve the desired goals.

A plan was evolved that consisted of a three-level service section and a one-level pool section. The sloping contour of the site permitted the stacking of ancillary facilities, consisting of service facilities, locker rooms, entrance lobbies, and spectator seating in three levels. Behind this the pool was placed to sit upon the top of the sloping grade. The plan permitted unusual building economies by reducing the perimeter of the building into a compact shape. Additional economies were obtained through the stacking of plumbing, an item of major cost in a swimming-pool project.

The building is reinforced concrete frame with brick- and tile-bearing walls and bar-joint ceiling construction. Exterior walls are brick on the front elevation. Windows and entrances are aluminum. Floors not finished in ceramic tile are finished in vinyl asbestos tile.

Bids were opened in September, 1957, and were well within the \$350,000 budget. The contract award was \$336,442, including construction, circular drive, curb, and fence for bus loading, and complete equipment for laundering suits and towels.

University City's natatorium was opened in the spring of 1959. The new building has become a center for school and city swimming activities. An extensive program of community use has made it available to a wide range of residents who would otherwise not have a chance to enjoy its advantages. ■



# THE CUSTODIAL HANDBOOK

an integral part of  
school plant operation

**ARTHUR L. NEWELL**

Director of Business Affairs, Robbinsdale, Minn.

It has been stated in many college classes on educational administration that it is politically wise for school executives to become acquainted with the school custodian as one of the initial steps of work in a new community. In numerous school systems, the custodian is well versed in local school policies and current practices. He can be of immeasurable assistance to the principal and the superintendent if he is trained for his work and has a proper attitude toward the teachers and the people who enter the building where he is employed. Definite improvement in the custodian's work and in his occupational relations is possible and has been observed where the custodian has the use of a manual of instructions, including a statement of responsibilities, in order that he may know at all times what must be done to keep the physical plant spotless in appearance and to maintain good public relations.

## **The Custodian — Member of the Team**

When an individual accepts a job as a school custodian, he becomes a part of an educational team that works side by side, contributing directly and indirectly to the all-important task of educating children. As a team member, it is his responsibility to carry out the regulations and responsibilities delegated

to him by the school board and the building principal. He should feel free to discuss with the principal matters pertaining to his assignments. He should always remember that he is the principal's right-hand man and, furthermore, that the principal knows the importance of his work as custodian. Progress in the classroom can be traced in part to proper heating and ventilation, good lighting, and general cleanliness of equipment and the physical plant. The custodian's actions and attitudes have effects often far beyond school district lines. The custodial handbook should have a brief section dealing with the custodian's role as a member of the educational team.

## **What Is a School?**

Even though the custodial manual is no panacea, it does provide in writing basic policies and should attempt to outline in specific terminology fundamental facts about the school program. Actually, the school plant is only the physical space in which the educational program is housed. Every service performed in the school plant has value only in relationship to the educational program designed for the optimum development of each child enrolled. The physical plant must be protected by proper maintenance and constant supervision. It is the duty of the building

principal to inform the school staff that each member is responsible for the protection of the school building.

## **Qualifications of the Custodian**

The custodial handbook should spell out the physical, educational, and moral qualifications needed by the custodian to perform satisfactory work. Probably the first requirement is that of bodily health. He must be physically able to do his work well, skillfully, and with reasonable dispatch. He should be free from chronic disturbances that cause him to be absent from duty frequently. If he is to be absent from duty on any day, it is his responsibility to notify the proper school authority in good season and give the reasons for such absence. The personal influence of the custodian is difficult to measure, but it affects the personnel of the entire school. He should not be addicted to intoxicating liquors or habit-forming drugs, or use them in the school building or on the school grounds.

Then, too, because of example, the custodian should be neat and clean in appearance. This implies frequent shaves, haircuts, clean fingernails, and clean clothes. There are times when the nature of the work makes it difficult to stay clean for long, e.g. (cleaning boilers), but by the same token, there is little excuse to remain dirty for long.



## suggested outline for a custodial handbook

- I. *The school custodian in the performance of his tasks*
  - A. What is a school?
    1. Staff people are involved
    2. How good is our school system?
    3. Investments must be protected
  - B. What qualifications the custodian should possess
  - C. The responsibilities of a school custodian
  - D. Influential role in public relations
    1. Relationship with other personnel
    2. Relationship with the building principal
  - E. Community use of schools
    1. Personal appearance and attitude are important
    2. Understanding of board policies
  - F. The need for written work schedule
  - G. Purchasing policies
    1. Understanding of budgetary requirements
    2. Preparation of requisitions
  - H. Custodial inventory
    1. Preparation of semiannual or (annual) inventory
    2. Need for keeping perpetual inventory
  - I. In-service training program
    1. The need for occupational growth
    2. Evaluation of current procedures
  - J. Evaluation of custodial services
    1. Looking at ourselves
    2. Improving custodial relations
    3. Improving safety and health standards
- II. *School Plant Housekeeping and Maintenance*
  - A. Preventive maintenance
    1. Maintenance and depreciation
    2. Long-range planning
    3. Importance of periodic inspections
  - B. Maintenance of floors
    1. Protection against wear
    2. Properties of good floor coating
  - C. Concrete floors
    1. Composition
    2. Maintenance instructions
  - D. Terrazzo floors
    1. Composition
    2. Maintenance instructions
  - E. Asphalt tile floors
    1. Composition
    2. Maintenance instructions
  - F. Rubber tile floors
    1. Composition
    2. Maintenance instructions
  - G. Wood floors
    1. Composition
    2. Maintenance instructions
  - H. Care of toilet rooms
  - I. Plumbing care responsibilities
  - J. Care of electrical equipment
  - K. Care of heating and ventilating system
  - L. Care and cleaning of chalkboards
  - M. Care of grounds
    1. Cleaning schoolyard
    2. Care of lawn and landscaping
    3. Care of walks and driveways
    4. Care of playground equipment
- III. *Safety in School Plant Operation*
  - A. Safety and health practices
  - B. Fire extinguisher equipment
- IV. *Appendix (forms used in plant operation)*
  - A. Check list for custodial services
  - B. Rules and regulations for use of school facilities
  - C. Permit for use of school buildings
  - D. Requests for maintenance repairs
  - E. Summer work order
  - F. Inventory record—equipment and supplies
- V. *Summary*
- VI. *Appendix*

As a member of the team, the custodian should be intelligent enough to understand and follow the printed instructions provided for the various items of mechanical and electrical equipment and the tools and maintenance materials used. He should be able to make the written records and reports required on the job.

Difficult to measure, but extremely important, is pride in his job; pride in being a member of a team doing an important job for school and community. He should make friends for the school and *do all he can to improve public relations*. One of the most important qualifications for a successful custodian is the ability to get along with children and adults. There is no "real" place on the school team for anyone who dislikes children.

### **In-Service Training Program**

The workshop idea for in-service training of educational staffs has been

used increasingly as an effective means for improving instruction and of sharing ideas in an informal setting. There is a definite trend toward improvement of custodial services through workshops. In a workshop setting, the contents of a well-prepared custodial manual can be studied by all custodians, with the supervisor acting as coordinator and not as instructor.

An effective workshop must define custodial responsibilities of both the individual and the group, as an integral process of finding solutions of operational and maintenance problems. The co-ordinator is responsible for planning, administering, and evaluating the workshop experience. With the aid of the custodial handbook, he sets up the spirit and direction of the learning process, and thus he provides the pattern of implementing and improving present custodial services. Working together for individual growth is the natural task of the entire workshop group. It is vir-

tually impossible to separate the individual and the group—they are interdependent.

### **Small Investment — Sizable Gains**

The person responsible for the overall operation and maintenance program of the local school system would be the logical individual to prepare and direct the use of the custodial handbook. Such a handbook takes time and serious planning, but the small investment will produce a higher degree of morale and will assist greatly toward the consolidation of written policies and custodial procedures. If the custodial staff has a clear picture of what must be done and when it is to be accomplished, a feeling of pride will exist in the minds of the men. Good supervision requires cooperation and understanding—and the custodial handbook, if written in easy-to-understand language, can bring to the school system a better custodial staff. ■

The schools should stick to education

## Let's Get Some Needed, Qualified Help

EDWARD W. HOPE

Roosevelt School, Willowick, Ohio

Ever since we have had public education, whenever a job needed to be done for the children, the schools or school people have offered to do it. Witness the hot lunch program, health and dental clinics, dances and dancing lessons, music lessons, sports for entertainment, etc. Who can deny that these activities are directly valuable and even necessary for the growth and health of children? But doesn't it take some stretch of reason to say that all of these activities are the responsibility of schools and are educational?

It seems to me that the time has arrived for school boards and administrators to take stock. Today schools need money desperately for buildings and for improving the quality of education. Taxpayers, on the whole, have seen the need and are willing to give more money for education. In the past few years, however, some persons have begun to question whether this money is being used wisely, or for the real purpose intended. At first these questions came from disgruntled people, persons wishing to save money, or to bring discredit upon public education. Now, however, some well-known educators are beginning publicly to express doubts. Perhaps school executives and board members should become aware of, and examine critically, the problem. Maybe it is their responsibility, a part of their public trust, to do so.

Simply, the question is: Should the schools, with money meant for education, support certain fringe activities or should they leave such work to other community agencies?

### A Family Job?

Perhaps that is put too bluntly, but why should the school look after a child's entire health, his teeth, and his diet? Isn't that the job of the family, as well as to get the child to school, and to provide him with clothing, supplies, and books? Or, perhaps I should say wasn't it the job of the family, because these things are provided now in part

or in whole by some public schools. To go further, who should provide for recreation outside of accepted school hours and school terms? Whatever happened to camping sponsored by the Boy and Girl Scouts, to job training by the employers, to private music lessons, and to community-sponsored sandlot sports?

Now for the other side. The extreme proponents of the school sponsoring these activities have said for years that education is life; whatever affects the child is education. The schools, therefore, should sponsor those things that have a bearing upon the child's life. Ultimately, then, the schools should take the child from its parents as soon as possible and harbor him in controlled surroundings until he has completed his "education."

For the middle-of-the-roader, the argument goes something like this: Education is preparing the child for adulthood. Conditions that hinder this preparation should be alleviated or removed. It is the school's responsibility to help alter bad conditions and obstacles, either by the school's own effort, or by stimulating some responsible agency or individual to do the necessary work. Surely this states the thoughts of the great majority today, even though some educators may lose sight at times of our channel markers.

### Other Agencies Responsible?

The question is: How well are we stimulating other agencies and individuals to do this needed work? Often, it seems to the writer that the schools do work for which they are poorly equipped, never asking the proper agency to shoulder the responsibility. They spend good money doing something out of their line, while the qualified agency sits by trying to justify its existence.

Often, I have noted school authorities try to round up children who should be in school but who are repeatedly loafing in poolrooms or on street corners. There is a point beyond which the work of the

school attendance officer should not go and beyond which the time of principals and teachers should not be wasted. The duty of sending the child to school belongs to the parents. When they do not co-operate with the schools, it is time for the juvenile court to step in and with their social workers to help before the child becomes a delinquent.

I am convinced that teachers are rarely able effectively to handle the problem of the child who is disorganized because the parents are experiencing marital difficulties. The family's minister or a marriage clinic are in better position than a teacher to reach the heart of the trouble. Similarly, the duty of supplying personnel and facilities for pre-school clinics, periodic health examinations, and clinical care for indigent children is best handled by the local health department or the physicians' guild. The same may be said of dental care. Logically, the leadership and expense of afterschool recreation for youth and adults belongs to the local municipal government. The expense for such use of the school facilities belongs to the city. The school authorities in some communities have welcomed the service of mothers' groups to help supervise the playgrounds and cafeteria during the noon hours. Such an arrangement makes attractive conditions of work for teachers because it frees them for better instruction in the classroom.

### The Transportation Problem

Thousands of dollars each year are wasted on school bus transportation. I am not speaking of the necessary hauling of children who live some distance from the school, nor of the field trips to give meaning to words read from books. I refer to the door-to-door pick-up and delivery which has replaced the practice of requiring children to walk to common bus meeting places. There is no excuse for transporting children living close to the school because the local government has failed to lay down necessary sidewalks or to safeguard dangerous crossings. A saving can be effected by discontinuing the use of buses for purely social occasions, such as class parties, picnics, etc. Parents are usually willing to contribute to such occasions.

I believe the problem of how much the schools can and should do is real and growing. The people should have a big voice in deciding how their school tax money will be spent. But the most workable solution for the present time that has come to my attention is for the school people to use to the fullest extent possible the organizations and individuals already set up and present in the community, and for the school personnel to help organize and strengthen other groups, composed of laymen in the community, as they are needed. Let's change our thinking from the idea of the school taking on more jobs toward the possibility of finding someone else who can do a better job in these fringe services. ■

In Santa Rosa, Calif., school business operations are unusually effective because

## Staff Committees Pay Dividends

LLOYD K. WOOD

Superintendent, Santa Rosa, Calif., City Schools

The schools of Santa Rosa, Calif., have developed the use of committees in school business operations to the point of real effectiveness.

These committees operate in the fields of housing, equipment, and supplies. Their activities benefit the educational program of the system and save money for the taxpayers. Composed of teachers, school administrators, and central office personnel, they tap valuable resources of experience and training and create new understandings by staff members.

Involvement of members of the professional staff of the system in things having to do with policy formation and school operation is widely recognized

as desirable. Santa Rosa has its full quota of grade level, subject field, and special service committees that have to do with curriculum in its broadest sense. In addition to this, Dr. Mitchell Soso, assistant superintendent for business and research, has developed a pattern of advisory-committee activity which is continuously involved in studying and making recommendations on the problems that have to do with expenditures of capital outlay moneys and funds for operation.

Whether it be in the field of supplies, equipment or housing, the accepted steps of procedure are followed either formally or informally. The educational philosophy of the system is

recognized. The objectives dictated by that philosophy are identified; the procedure best calculated to achieve those objectives is planned. Then comes the task of making practical plans for the creation of an environment in which student and teacher can work together to achieve those objectives.

### Housing Provisions

Assuming competent personnel, interested students, and a community that gives moral and material support to the program of education, the first step in establishing a school is provision for housing. In the Santa Rosa situation, this involves both new housing as pupil-population increases, and



Above, group studies building expansion and rehabilitation at Santa Rosa High School. Included are the architect, the asst. superintendent for business and research, various department chairmen and instructors, two deans (of boys; girls), the principal and vice principal, the principal of Montgomery High School, the librarian, and the nurse.





The library purchasing committee: purchasing clerk, asst. superintendent for business and research, and the librarians of Santa Rosa and Montgomery high schools and Herbert Slater Junior High.

remodeling and improvement of housing which has become less effective through the passage of time and changes in the concepts of sound educational procedure.

Committee membership is recruited from the entire system, not just from the staff of the school involved. It is made up of teachers, department heads, central office people. An opportunity is given for interested staff members to volunteer. After a careful review of the over-all project, committees are formed for the study of planning for the various services to be offered. Ordinarily, for secondary schools, there are committees for each department, including the administrative suite. These committees work with a member of the architectural firm that is to do the design work and with the assistant superintendent or one of his representatives.

#### Function of Committees

At about this point in the organization of the committees it is important to review the function of such a group. It is clearly stated that the plan is for the selfish purpose of calling on the ability of all the members of the organization to contribute their thinking for the best good of the system and the students to be educated. It is made clear that all ideas will be welcomed, and that they should be presented as possibilities rather than as demands. It is suggested that no one should present a plan and feel called upon to defend it as a matter of honor, for there are many limiting factors which call for adjustments in even the most ideal plans for housing.

It is assumed that a person who is a specialist in a field and devoted to that subject matter field will set up an ideal

situation. This is desirable, but does not mean that the physical education department, for instance, can have a million dollar gymnasium and field house or that the homemaking department can have a complete model cottage for training its students. It is recognized that each person involved, if he were to create what he considered to be an ideal housing situation for his special work, would provide for excellent instruction, but that the cost would be such that other departments would have to be slighted or that the overall cost would be out of reason from the point of view of the community's ability to pay and from the point of view of general educational practice.

If individuals and committees familiarize themselves with the limitation imposed by available funds and by architectural possibilities, and if they work constantly with an architect and with the other committees involved in the same major project, their final recommendations will be very practical and usable.

The equipping of a new plant calls for some of the same types of committees that work on the planning of the plant. Here again the groups call on their experience in the operation of classes in schools and their experience in fitting a desirable program into the physical environment in which it must be presented. They recognize that their reports will be in the nature of recommendations. Their recommendations will be based on their acquaintance with the actual equipment that is proposed, and on literature that relates to equipment in their special field. They are expected to balance cost against quality and usability. Every committee will have a number of members who have

previously participated in these procedures of selection, and flaws in previously-accepted equipment are as fully considered as are advantages of proposed equipment.

#### Committees Receive Outside Help

Building, remodeling, and equipping might be said to be non-recurring functions, but the purchase of instructional supplies must go on year after year. Whereas committees in the former fields are established for a definite task and are then disbanded when that task is performed, committees on the purchase of supplies change only slightly in personnel. Members of the supply selection committees are in continuous contact with all staff members in their specialties and so from day to day have reports on the effectiveness of supplies which have been provided and suggestions as to supplies to be purchased in the future. As is the case with housing and equipment, these committees function by departments. The Santa Rosa schools have continuing supply committees in the fields of art, crafts, lumber, hardware, cafeteria and foods, and general supplies.

The assistant superintendent works closely with these committees and they are aware of budgetary possibilities and limitations, although it has not been found necessary to designate a flat amount for expenditure in any school or any department. Samples of all proposed supplies are required and some simple testing procedures are applied. The principal criteria for these committees have to do with the effectiveness of materials in contributing to the success of the instructional program.

The whole program of utilization of staff judgment and skills in making decisions relating to housing, equipment and supplies has proven economically and financially sound. Participating members recognize the advisory nature of their function and also recognize the confidence placed in them and the responsibility they have to set the stage for effective education. They make use of many resources. Local merchants are called in for advice on equipment and supplies, and past experience with the service and quality of merchandise of suppliers is considered. The final recommendations of these committees, transmitted through Dr. Soso to the superintendent and through him to the board, have been found by the board to be sound and effective.

Santa Rosa's pattern of committee activities has contributed to wise expenditure of funds, effective educational environments, and a school staff that is familiar with, and interested in, all of the elements that are part of an educational program that merits the approval and support of students, teachers, parents, and taxpayers. ■

# the AMERICAN SCHOOL BOARD JOURNAL

## IT IS TEAMWORK THAT COUNTS

A PENNSYLVANIA superintendent, O. H. Aurand, in thanking his associates for their help in the operation of the Lancaster schools, quotes Fibber McGee's homely philosophy concerning his rise to the top of the ladder of success: "It's nice, but I can't forget how many people are helping to hold it up." Concerning the schools, Mr. Aurand adds: "Whatever success has been achieved is due to our loyal administrators, hard-working and efficient teachers, a fine group of classified personnel, and last but not least, understanding and co-operative members of the various Boards of (School) Trustees with whom I have worked."

The foregoing statement reflects unusual humility, based on true ability, strength in leadership, and a respect for associates not often expressed by top-ranking professional educational administrators. Still it is an example of a needed ethical attitude. Discussing this attitude in a recent paper in "The Clearing House," F. Willard Robinson of Beverly Hills, Calif., writes: "This type of administrator believes that each person on his staff is important, that each is capable of a unique contribution, and that inherent in his (the superintendent's) leadership role is the responsibility for maintaining an atmosphere that fosters this contribution. . . . When genuinely held, this quality seems to establish a relationship where the individual contribution, creativeness, and success can readily materialize."

The ultimate responsibility for this ethical attitude on the part of the superintendent, and the resulting co-operation of the entire staff, devolves upon the board of education. It will pay off in effective educational service that will justify the established American system of local control of education. Such educational service will make it impossible for any commentator to say that local schools have "iron curtains pulled around them, controlled by boards of education like ostriches with heads in the sand."

## THE NEW SCHOOL YEAR

THE approach of the new school year in September recalls to school boards the need of giving the teachers help in their important work of instructing American children. Most school board members will consider their task rather well done if they have provided the best salaries possible under local tax income and available state aids; if they have provided attractive and educationally effective classrooms, books, and teaching materials; if they have welcomed all the members of the staff, especially the new teachers; and if they have set up an atmosphere of tranquillity and serious but friendly purpose for achieving a high standard of educational service. Lest this statement be an oversimplification, it should be recalled that the entire complex of administrative and policy-making work in which the school board engages, the financing and budgeting, the long and short-term planning, the school plant programing, the employment of a superintendent and his supervising staff, in fact,

the entire monthly and annual cycles of legal and self-imposed public service—all has only one reason: the effective help of the teacher to do his job for the welfare of the children.

## READING IN HIGH SCHOOL

RECENT efforts to raise secondary school efficiency have included definite plans for improving the reading skills of children. The work has embraced two specific areas: first and most important, the discovery and remedial treatment of pupils who have not mastered the fundamental mechanics of reading and of quickly drawing into their consciousness the ideas intended to be expressed in the printed words. It is tragic to find boys and girls in the upper high school classes, and even in the first years of college, who fail in the major subjects, particularly in occupational studies, simply because they have never gained the skill of understanding the content of their textbooks. The second group, made up of the great majority of students, also needs reading instruction, perhaps only as an aspect of general high school language and literature. The problem here is the ancient need of developing a love of reading. As one teacher puts it, this is systematic and thorough instruction in mastering the functional reading abilities, of drawing out of the sentence and the paragraph, and even an entire chapter, the sequences, the conclusions, and the deeper meanings of an article or a book.

Teaching of reading is distinctly a high school subject to be taught by all teachers and to be given a serious place in the curriculum.

## PRESERVING THE INDIVIDUAL

IN A discussion of the impact of change on education in the United States, Dr. John W. Gardner, head of the Carnegie Corporation, called attention at the St. Louis Convention of the N.E.A. to the need of educating children to retain their individual independence in a society which is ever growing in the role played by organization and of group action in political and social life. He said:

Organization will be an increasingly powerful factor in our lives. The issues between organization and the individual will sharpen. How we appraise these issues and what we choose to do about them will have significant consequences for education. On the one hand, teachers might set themselves the task of producing organization men in the most perfectly conformist mold that the educational system could turn out. This would be disastrous, but not inconceivable. The other path would be for teachers to try to teach in such a way as to gird the individual for a lifelong struggle to maintain his individuality in a world of organization. One of the requirements for education designed to achieve such objectives would be that the teachers provide in their own behavior an effective example of how to function as independent individuals in a world of organization. And their teaching should emphasize development of the qualities that make such functioning possible. The student should learn to think for himself. He should develop the capacity to form his own judgments.

And he should become capable of serving effectively as a member of a group without compromising his integrity as an individual. Some people are so fearful that modern life is making the individual slavishly subordinate to the group, that they seem to fall into the opposite error of advocating that the individual be wholly disengaged from the group. Such a conception of individualism is monstrous and unnatural. Every society must have some principle of cohesion. No society and no organization can survive if the individuals who compose it recognize no common allegiance, no common obligations, no shared purposes. Every society, democratic or totalitarian, must ask of the individual some measure of allegiance, commitment, loyalty, and dedication to shared purposes. We differ from totalitarian societies in having devised political institutions and organizational forms which enable the citizen to serve his society and function effectively as a member of various groups and at the same time to preserve his integrity as an individual.



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## TOPEKA'S STAND ON QUALITY TEACHER PREPARATION

MAXINE PINSON

Editor, NSBA Publications

Boards of education throughout the nation should know the pioneering position taken by the Topeka, Kans., Board of Education on March 22, 1960. On that day, the Topeka Board included, as one requirement for employment of new teachers, graduation from an institution accredited by the National Council for the Accreditation of Teacher Education.

### Greatest Gain in a Generation

Commenting on this decisive action of the Topeka Board, the *Kansas Teacher*, May, 1960, states editorially: "Nothing superior in professional progress has come during our generation in the state. Topeka becomes the first system in Kansas, and maybe first in the nation, to insure that new employees have professional quality in preparation."

The stand taken by Topeka is of unusual interest to other boards of education, since the National School Boards Association early realized the need for NCATE and played a significant role in its founding.

### Birth of NCATE

For several years previous to tentative meetings in 1951, various interested groups had been studying ways of achieving a professional accrediting procedure for teacher education which would be representative of the profession as a whole and would have the united support of the profession and the public. The Council that grew out of these meetings was the result of an effort to make teaching a true profession with exacting standard for admission. The need for such a Council was great, for at that time it was estimated that one teacher in every ten throughout the nation was an emergency teacher holding a sub-standard license.

### Role of the NSBA

The National School Boards Association

was a moving force in bringing the Council into being. Especially helpful were the articulate efforts of Edward M. Tuttle, then NSBA Executive Secretary, and the co-operative action taken by Frank H. Trotter, then NSBA President. Through their leadership, the NSBA joined with the American Association of Colleges for Teacher Education, the National Association of State Directors of Teacher Education and Certification, the National Commission on Teacher Education and Professional Standards of the National Education Association, and the National Council of Chief State School Officers to create the National Council for Accreditation of Teacher Education.

### Original Council of Twenty-One

The original Council was made up of 21 members. Among them, the NSBA was represented by three appointees: Edward M. Tuttle, Frank H. Trotter, and Clyde B. Moore. When the National Commission on Accrediting recognized NCATE in October, 1956, the Council was reorganized to provide ten representatives from colleges and universities and nine from non-institutional groups concerned with the quality of teacher education programs. Since that time, the NSBA has been represented by one appointee to the Council. Jack A. Stewart, member of the Board of Education of Bedford, Ohio, is currently the NSBA representative on the Council, and has already completed two years of service in the three-year term for which he was appointed.

The Council officially began operation on July 1, 1954, and on that date initiated a program by which both boards of education and the teaching profession had a voice in determining which colleges provide teacher education programs of sufficient quality to prepare well-trained teachers.

### Major NCATE Contribution

One of the most significant contribu-

tions to education generally, and to the teaching profession specifically, brought about by NCATE, is the furthering of the free flow of teachers across the state lines. In the past, certification requirements among the states have differed greatly, with resulting irritating problems, and, in many cases, poorly planned programs of education.

As of today, 17 states are using NCATE accreditation as the major basis for teacher certification prepared by institutions located in other states. There were only five states participating two years ago. Looking to the future, if reciprocity of certification were 100 per cent among the states, teachers would be able to move freely across practically all state lines, and a major problem would be resolved.

### Kansas and NCATE

Kansas has had a deep interest in NCATE and has advocated support of its program since the very beginning. Three Kansans either had a part in organizing the Council or have served as members of the Council. They are: C. O. Wright, Executive Secretary of the Kansas State Teachers Association; Ruth A. Stout, Director, Field Programs of the KSTA and F. Floyd Herr, Director of Certification and College Accreditation of Kansas. That participation has brought results. Today, Kansas leads the nation in the percent of colleges accredited by NCATE, and today nearly nine out of ten seniors in teacher education in Kansas are in Colleges accredited by the Council.

This is a far cry from the aftermath of World War II when the acute teacher shortage led Kansas to issue emergency certificates based on little or no college preparation. At that time, Kansas issued the second largest number of emergency certificates in the nation. Only Kentucky issued a greater number.

All who were concerned with the competence of teachers were alarmed over this situation. The problem was attacked in many ways, both legislatively and professionally. The Kansas State Teachers Association amended its Constitution to permit the setting of professional qualifications as one basis for membership. The search for students to train for teaching became selective. The profession lifted itself almost by its own bootstraps to raise professional standards in Kansas.

### Spadework by the KSTA

It is clear that the action taken by the Topeka Board on March 22, 1960, did not come "out of the blue." The Topeka position, when viewed historically, brings to fruition in one school system a policy which the Kansas State Teachers Association has urged since 1955 for the entire state of Kansas.

It will be interesting to see if other boards of education, aware of the Topeka action, will be encouraged to support more vigorously the program of NCATE. ■

## LANGUAGE LABS

(Concluded from page 18)

tion in the student. The human's curiosity "to know results" and know them rapidly after every effort, is satisfied promptly in both instances provided correct programming has been applied.

The language laboratory offers the student a unique opportunity to "speak up," to express himself; it is probably the strongest single stimulus for the student's high motivation in the language laboratory. In contrast, the facility for self-expression at the teaching machine is of a different type. The student expresses himself primarily in written form as in a sort of "mechanized workbook." In a broad sense, this is, of course, also self-expression, but it is of a very different nature than the student's continued oral response in the language laboratory.

The teaching machine is based exclusively on individualized student work. The language laboratory, in contrast, provides facilities both for individualized work, and group activities.

Regarding the cost of equipment, the teaching machine, at least in its present form, is a relatively simple, mostly a mechanical device (there are some exceptions). The language laboratory, in turn, must provide good audio communication and this involves the extensive use of electronics. Thus, its cost is higher. However, the language laboratory has already developed into a rather sophisticated integrated system of electronics which at least to some degree has standardization within its field of activity. The teaching machine, to date, is not yet a finished product and there is, of course, no telling what final form or what type of standardization it may take. Much will, of course, depend upon the type of programming which educators will provide, and, depending upon their requirements, it is entirely possible that today's "academic slot machine" may eventually also be a rather sophisticated teaching tool. Its cost may go higher or lower, depending upon application, subject matter, and use.

The above comparative analysis should not be considered complete and certainly not final. As much as the language laboratory today is an established fact, the implications of its impact on teaching methods have barely been realized and the challenge still lies ahead. The teaching machine, in turn, has not yet come of age and obviously, its implications can, at best, only be guessed at to date.



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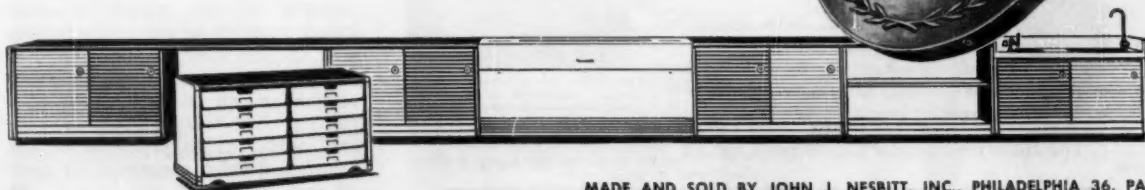
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## TEACHER UNIONS

(Concluded from page 13)

tive area. Picket lines would be especially disruptive of pupil morale. Teachers on strike might likely lose the respect of enough pupils so as to destroy their usefulness as instructors. The reason also suggests that no real distinction can be made between teacher picketing in aid of a strike and that in support of recognition or organizational efforts.

Some may feel that there is not the same danger in connection with organizational and recognition picketing by school personnel other than

teachers. A valid distinction based on such facts seems doubtful. If picketing produces any repercussions which would hinder normal functioning of a school, it obviously could be halted. Furthermore, it seems totally inappropriate to allow pickets to parade around a school. The immature, impressionable minds of youth, who have no real concept of what a picket line may validly stand for, may be subtly influenced to have less respect for school authority. The danger that this could happen is one that school boards do not have to risk.

The mere conclusion that picketing and striking on the part of school personnel is not sanctioned does not fully explain the right of the school board in combating such tactics. The injunction can be used to halt the activity. School personnel can be discharged and disciplined. Contract rights may be pursued. There is, however, no way by which individuals can be forced to return to work.

Since it is so generally agreed that public employees, particularly teachers, do not have the right to picket and strike, the argument is made that all privilege to join unions, bargain collectively, and enter into negotiated agreements should be denied. This is on the premise that permitting the joining of unions, bargaining collectively, and entering into negotiated agreements is entrenching an organization which by tradition is impelled to use the economic weapon of the picket line and strike. This argument does not persuade. As long as courts stand firm against use by public employees of picketing and strikes, unions and associations of public employees are not likely to use the pressure of such weapons. Furthermore, unions and organizations of public employees should realize that if such pressures are applied, the governmental employer is not likely under existing circumstances to voluntarily agree to bargain and adhere to contract terms. In this connection it is appropriate to recall again that unless a statute provides to the contrary (and few do) the school board is not required to recognize a union or association of school personnel. Even if statutes should be passed, encouraging recognition and bargaining, they will undoubtedly provide severe penalties for strikes or picketing pressure.

By way of moving to conclusion, it is appropriate to think about the policy question as to whether school boards should voluntarily agree to recognize and bargain collectively with associations or unions of school personnel. The philosophy of good employee and public relations would appear to dictate an affirmative answer. Good faith bargaining is one of the best ways of keeping the school personnel public realistically informed about vital problems of school administration. The teacher segment of the school personnel group ought to be especially responsive to this kind of approach. Another benefit of good faith collective bargaining can be the creating of a climate which will enlighten the general public as to problems of the school and enlist assistance for their solution.



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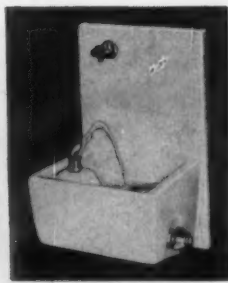
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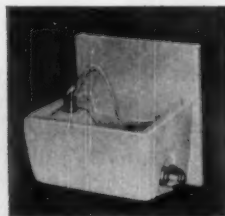
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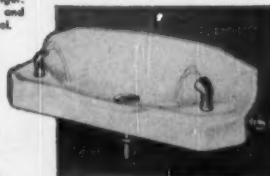


No. 5623—Streamlined face-mounted drinking fountain, heavy vitreous china, integral trap housing, concealed wall hanger. Two-stream sound-building projector and Halsey Taylor automatic stream control.



No. 5616—Face-mounted, vitreous china. Same specifications as No. 5623, except has 16" back wall face height.

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No. 5702—Battery Type. Concealed hangers. Two separate union supply connectors with positive shut-off valves. Two two-stream projectors, automatic stream control.

Halsey Taylor coolers, too, are available in wide variety—see latest catalog, or *Sweets*

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You'll find Halsey Taylor Drinking Fountains modernly designed to blend harmoniously with individual interior decor! And, even more important, they are the products of a house devoted exclusively to the manufacture of quality drinking-water equipment.

The Halsey W. Taylor Co., Warren, O.

## NEW BOOKS

### Schools and the Law

E. Edmund Reutter, Jr. Paper, 96 pp., \$1. Oceana Publications, Inc., New York 3, N. Y.

This is a clear-cut, direct presentation of the principles of school law as these have been expressed in basic legislation and in the decisions of the courts. The author carefully resists the temptation to theorize from the educational standpoint concerning the decisions of the courts, and the widely accepted principles of law applied to school boards, teachers, and pupils. In a future edition of the book the author ought to include the Illinois decision, the *Molitor vs. Kameland School District* case, recognizing the responsibilities of school boards for torts.

### Business Management of Local School Systems

By Stephen J. Knezevich and John Guy Fowlkes. Cloth, 328 pp., \$9. Harper & Brothers, New York 16, N. Y.

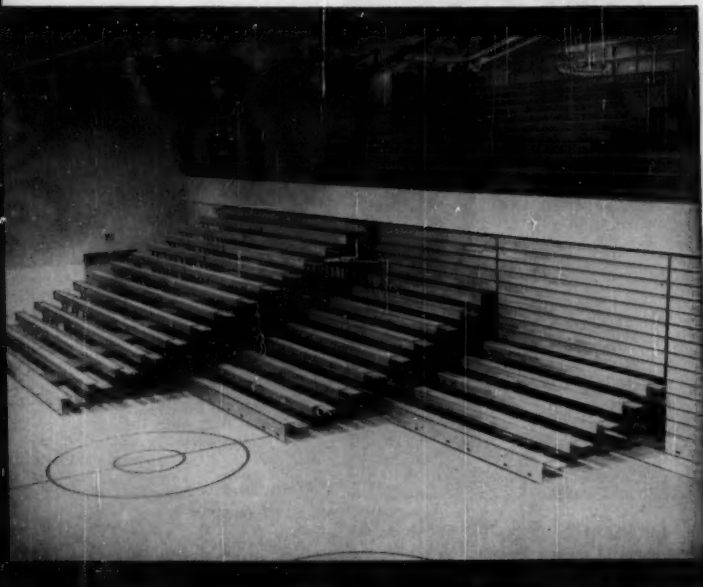
The authors approach the problems of school business management from the standpoint that all business activities of the school business executive as well as of the professional school staff and of the board of education, have but one function, namely, to facilitate progress toward the goals of education. They place the financial management of school systems in the foreground of all business activities and consider predominant the financial aspects of purchasing, accounting, salary-schedule making, school plant operation and maintenance, subject of course to the underlying necessity of achieving in every aspect of the work the goals of the local school system.

The book takes up in the first four chapters, aspects of financial management—the educational budget, the accounting systems, and the management of the school income. It is interesting to note that the authors depart from the point of view of older writers on school administration in that the principles and procedures of general governmental accounting, budgeting, and reporting are used, and the educational aspects are insisted upon only where these add to the broader governmental accounting philosophy.

The book assumes that the school business administrators must be an assistant superintendent of schools and that he have a professional educational background with training and experience in teaching. The authors seem to feel that the principles and the practices of purchasing, school plant operation and maintenance, the management of nonteaching staffs, and accounting can be readily acquired by a man trained for teaching. In this they depart from the present situations in most school systems where the school business members and their associate purchasing agents, school maintenance and operation assistants, school transportation supervisors, and directors of school food services have mostly come into the schools from industry or business and have a strong know-how in their respective fields. The point of view of the authors will very likely reflect the situation in the next generation of school business executives. It would be helpful, however, if the present book would more directly emphasize the need also of basic training in the principles of business administration and accounting with know-how based on industrial or business experience.

By implication the authors insist that

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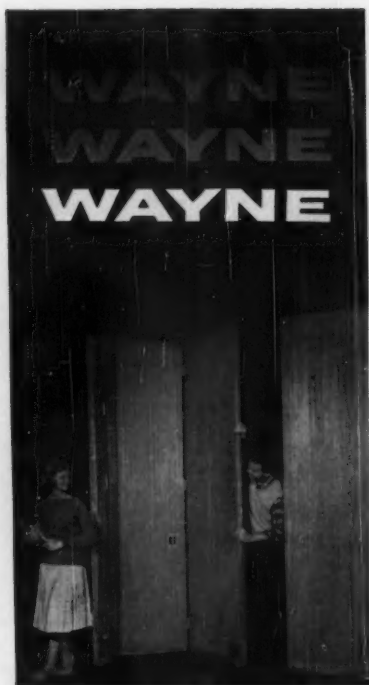
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the school business executive must in all matters help the school achieve its purposes, but that he must no less insist upon good business practices and true economy. Necessarily the work leans heavily on the latest finding and good practices of local school systems, on standards of accepted accounting, and on the viewpoints of such groups as the Association of School Business Officials and of the U. S. Office of Education, and in a secondary way of the AASA, the N.S.B.A., and the N.E.A. The text is re-enforced with examples of good forms for purchasing, accounting, and records. Happily the authors do not depart from the essential subject matter and the true concern of local school business management by going afield into the problems of state and local taxation, public relations, citizens' committees—all of which must be concerns, but not essential activities of the school business executive.

The book has a good deal of solid wisdom built into it. The principles and procedures recommended will perhaps serve better in larger cities even though they are fully valid for small communities and even centralized rural school districts. The work will be an excellent college text and still better a source of basic work-a-day information for school business executives and their professional chiefs, the superintendents. If the latter really study this work they will gain the respect of and for their school business assistants, which the latter deserve but do not always receive.

### A Handbook for Arizona School Board Members

By John T. McGrath. Paper, 79 pp., \$1.25. Division of Educational Research and Field Services, Arizona State University, Tempe, Ariz.

This handbook will really enlighten the school board member on the duties and responsibilities he has assumed when sworn in as a school trustee. The second chapter describes the legal organization of the school system, the school district as the basic administrative unit, and the place of the school board in the conduct of the school system. The operation and functional activities of the board are discussed in chapter three. The place of the superintendent and his specific duties are outlined in chapter four. Additional chapters take up details of the school board's educational functions, its staff and personnel duties, the school plant and planning activities, and its most important job of providing funds through its budgeting and tax responsibility. Community relations and the management of the newer supplementary school programs are outlined in the final chapter. A reprint of the Oregon code of ethics and an outline of the state budget form complete this realistic statement of school board functions.

### Public School Finance Programs, 1957-58

By Albert R. Munse and Eugene P. McLoone. Paper, 275 pp., \$2. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This report provides the basic information on the financing of public schools, for which local boards of education appropriate 55 per cent of the total revenue; the states provide 41 per cent; and the federal government 4 per cent. The first three chapters summarize present practices and trends, the anticipated developments, and the sources and uses of funds. Two chapters summarize present methods of distributing state funds and describe controls over local school support, indebtedness, budgets, and audits. The details of state programs are given in Chapter VI.

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### Facilities and Equipment for Science and Mathematics

Prepared by W. Edgar Martin. Paper, 130 pp., \$1. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This publication deals primarily with the official requirements and recommendations of state departments of education regarding facilities, equipment, and instructional material for science and mathematics at the elementary and secondary levels. Part I takes up the primary purpose and scope of the study; Part II outlines the general features of codes and guides and lists the recommendations and requirements.

### Teamwork Between School Boards and Boy Scouts

Paper, 12 pp. National Boy Scouts of America, New Brunswick, N. J.

This publication, which seeks to increase local understanding and co-operation between these groups, takes up the direct values to the school, buildings for community use, problems, importance of boys' educational experience, and areas of local co-operation.

### The National Defense Counseling and Guidance Program

Paper, 9 pp., 15 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This bulletin, which outlines the basic facts about the counseling and guidance training program, provides answers to questions frequently asked about the program. It includes (1) the purpose of the program, (2) the nature of institutes, (3) who are eligible to enroll, (4) academic credit, (5) stipends, and (6) purchase of textbooks.

## THE SCHOOL SCENE

(Concluded from page 5)

ern and border states and the District of Columbia.

Two districts desegregated since January: Andice, Tex. (voluntarily) and Floyd County, Va. (under court order).

Florida desegregated for the first time. Alabama, Georgia, Louisiana, Mississippi, and South Carolina had no desegregation.

### SCHOOL BOARD ENACTS 1% TAX

In York City, Pa., the school board has enacted into law a one per cent tax on salaries, wages, commissions, and other compensation earned by residents, from July, 1960 to July, 1961. The budget expenditures will reach \$5,778,994 in 1960. The board proposes to meet expenses with

### CONSERVATION PLAN ENDS MUD PROBLEM

The problem of erosion of the site of the new Lucas, Ohio, school—located on a 30-foot plateau above the site of the old school with a connecting walk between—posed a severe problem of mud, ruining the floors of both buildings. The Lucas board and Superintendent C. S. Berger, in discussing how to cope with the nuisance, consulted the local Soil Conservation Serv-



Before (above) and after (below) the erosion control plan went into effect.



ice office of the U. S. Department of Agriculture. A topographic survey was made by the Service engineers to determine elevations and watershed areas, according to a report by Robert Hilliard of the Mansfield, Ohio, SCS office. With this data a tailor-made erosion control plan was effected, including redesigning the terraces on the slopes and repairing the clogged drain tile under the channels. Broad, shallow water channels were planned to move the water around the sloping areas. The entire area was seeded as soon as possible to end completely the soil washing and the maintenance problems of the school.

a 21-mill real estate tax, which will produce \$2,665,958; a \$5 per capita tax; and a \$5 special head tax, to produce a total of \$280,000.

### RULES FOR BIDDING

The Philadelphia, Pa., board of education has adopted new rules governing the acceptance of bids for school supplies. Each bidder submitting a bid or proposal for work to be done must provide security. If the bidder declines to do the work or to furnish the supplies, material or equipment, the bidder and the surety must pay to the board the difference between the amount of the bid and the cost to the board of having such work done, or material or equipment furnished by others.

Each bid must be a continuing offer which may be accepted by the board at any time within 60 days of the opening of the bid. No contractor may withdraw

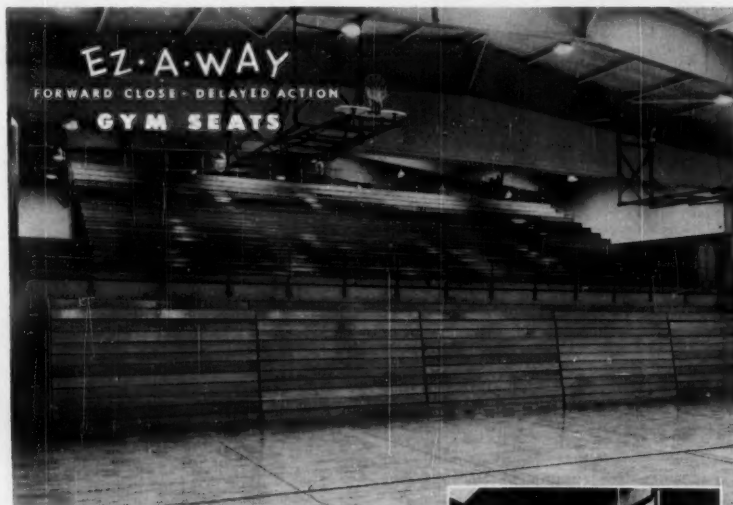
his bid within the period of 60 days.

No contractor may be permitted to withdraw his bid because of any error in the bid, or in the preparation of the bid. An error in the bid made by a bidder will not be a reason for relieving the bidder from his obligation to carry out his bid.

### WINDOWLESS SCHOOL

The Washington, D. C., school board buildings and grounds committee has asked school planners to consider building a windowless, air-conditioned school in Northeast Washington.

The committee has approved plans for a senior high school on condition that planners study recent single-story, windowless school designs as a possible alternative to the four-story building they propose. Board member Ardadia Phillips cited architects' estimates that square, windowless school designs reduce construction costs by 20 per cent.



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### • MODERN

EZ-A-WAY Forward Close-Delayed Action Gym Seats offer maximum utilization of available space. When closed they form a wall to separate a balcony into a modern room - for gym classes, dances and any other school activities.



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- Furnished with and without rear seat.
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- Floor attached bracket and track are under bleacher in both extended and closed position... completely out of sight.

Write for complete details and engineering data for your requirements.



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# NEWS of PRODUCTS for the Schools

## ACCORDION-FOLD STAGE

A new accordion-fold stage for classrooms, auditoriums, and gymnasiums permits space-saving storage. It is available from Wayne Iron Works, Wayne, Pa., in



For Custom Installation

increments of one inch for custom installation in hard-to-fit areas. Requiring only one person to operate, the stage opens and closes in one continuous motion, moving on ballbearing swivel casters. It is automatically key locked in folded position and secured in extended position by foot-operated rubber floor stops at each corner. In addition to its own weight, the stage will carry a live load of 150 pounds per square foot. It is available with Douglas fir or Philippine Mahogany deck boards in widths from 6 to 18 ft. Send for complete dimensions from the manufacturer.

(For Further Details Circle Index Code 0127)

## "PACKAGED" TEACHING LAB

A complete tape teaching laboratory has been introduced by the Webster Electric Co., Racine, Wis. It consists basically of a monitor panel, a power panel, a program panel, tape recorders, microphones and headsets. It can teach up to nine different lessons simultaneously from six to more than 54 students. The "package" allows three methods of teaching: the



Student Control Unit

student may select his own teaching program, the instructor may select for the student, or the student may "teach himself." The same system can be used for paging or music distribution. Instructors can also "test" students by recording their oral work on tape. All the lab's components are compatible in sound, size, color, and method of installation, because all are produced by Webster. The teaching equipment can be installed in standard or custom cabinetry.

(For Further Details Circle Index Code 0128)

## MOBILE DEMONSTRATION UNIT

A mobile instruction center that enables teachers to carry on science demonstrations wherever classroom areas are available, has been developed by the Metalab Equipment Co., a division of Norbut Corp., Hicksville, N. Y. The mobile unit permits the



With Science Equipment

advance preparation of special experiments. Called the "Cartalab," it contains such facilities as a stainless steel sink with pump faucet, retractable electric cord with multiple outlets, ample drawer space, two plastic tote trays, burrerie rod, acid-resistant top, as well as additional cabinet storage space. Over-all dimensions are 60 in. long, 26 in. wide and 40 in. high. Complete information is available from the manufacturer.

(For Further Details Circle Index Code 0129)

## FIBERGLAS FOOD TRAY

A new Fiberglas tray is offered by Bolta Products, a division of The General Tire & Rubber Co., Lawrence, Mass. Called Boltaglas, the tray is lightweight and easy to handle. It is unusually tough, and can withstand chipping, cracking, staining and warping, according to the manufacturer. Boltaglas is specially adaptable to large scale food service in that it may be autoclaved at 250 degrees — the glass and resins from which it is made having been processed to withstand extreme temperatures. The oblong trays come in three sizes: 16 $\frac{1}{16}$  in. by 12 $\frac{1}{16}$  in., 18 $\frac{1}{16}$  in. by 14 $\frac{1}{16}$  in. and 20 $\frac{1}{16}$  in. by 15 $\frac{1}{16}$  in. Two patterns are featured, a light Woodgrain, and the Tracery pattern, in blue, red, green, tan, and gray solid colors.

(For Further Details Circle Index Code 0130)

## OPEN FRONT DESK

An open front desk is offered by the Irwin Seating Co., Grand Rapids, Mich. The desk features a one-piece, smooth-formed bottom with rounded corners. The



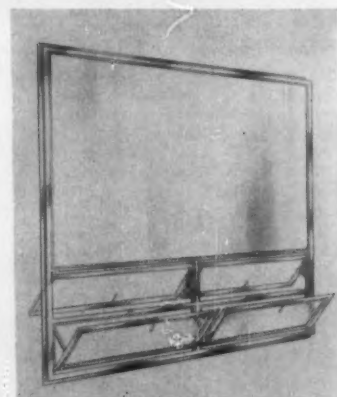
With Laminated Lid

die-formed base has an indented trough for writing tools. The Textolite-surfaced lid will not mar or scratch or warp, according to the manufacturer. The separate stacking chair has a vinyl seat and rail. The set comes in colors of aqua and sand. Send for a free copy of the new colorful catalog.

(For Further Details Circle Index Code 0131)

## ALUMINUM CLASSROOM WINDOW

A new aluminum window for school classroom use has been announced by the Truscon Division of Republic Steel Corp., Youngstown 1, Ohio. The window consists of a large stationary window with four bottom ventilator panels. The manufacturer states it is lower in first cost than conventional glass block and ribbon



Easy to Clean

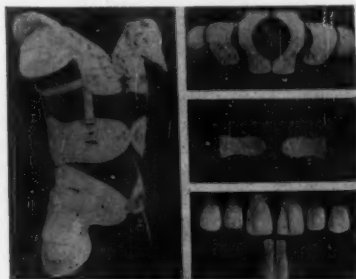
window construction, and maintenance problems are reduced because of easy glass replacement. Aluminum Classroom Window, Series 900-P, is fabricated from extruded aluminum alloy bars, and weather-stripped with vinyl plastic. Hardware is polished white bronze. Sizes range from 6 ft. 9 in. to 8 ft. 9 in. in height, and from 3 ft. 4 $\frac{1}{2}$  in. in width for one light wide unit. Double width units are also offered. Additional details may be obtained from the manufacturer.

(For Further Details Circle Index Code 0132)



## PLASTIC FOOTBALL GEAR

A new type of protective football equipment made from Grex polyethylene has more flexibility and body conformity, less



### Lightweight Protection

splitting or cracking, is unaffected by temperature changes of extreme heat or cold and is impervious to water and perspiration, according to the Rawlings Sporting Goods Co., St. Louis 3, Mo. Polyethylene replaces fiber in the principal component parts of Crusader shoulder cushions, blocking pads and hip cushions with no added weight. The equipment features nylon covering and vinyl padding.

(For Further Details Circle Index Code 0133)

## WATER-SAVING SHOWER

The Easy Push metering shower saves up to  $\frac{7}{8}$  the amount of water usually consumed in taking a shower, according to the Speakman Co., Wilmington, Del.

An adjustable metering valve with an integral key-operated volume control regulates the water supply. When a handle is pressed down, the shower sprays up to  $4\frac{1}{2}$  gallons per minute of tempered water and then shuts off automatically. No water is wasted while the user is soaping. The handle is pressed down again for rinsing. Total water consumption is four to six gallons compared with 12 to 18 gallons used in conventional showers. The Easy Push shower offers savings to schools and institutions having multiple shower installations and in those areas with a short supply of water.

(For Further Details Circle Index Code 0134)

## UNIVERSAL EXTINGUISHER

The first single fire extinguisher for all types of fires has been introduced by Alim Corp., New York, N. Y. The "ABC All-Class" is the only extinguisher approved by Underwriters' Laboratories for use against the four standard classes of fires: Class A, mainly paper and wood substances; Class B, burning liquids; Class C, live electrical fires; and combustible metal fires, including magnesium. The universal fire extinguisher eliminates the danger of using the wrong type of extinguisher on a fire. Operation of the "ABC All-Class" is similar to standard fire extinguishers. The key to this new fire-fighting development is a new extinguishing powder developed by the company, which is used in all three models of the extinguisher. Upon contact with fire, this new powder forms a cooling, insulating deposit that utilizes and absorbs heat, and prevents re-ignition. Write for full details.

(For Further Details Circle Index Code 0135)

## GYM DIVIDING CURTAINS

A gymnasium can be converted into separate practice courts by mechanized gym dividing curtains, made by the Berlin Chapman Co., Berlin, Wis. Motor or hand



### Manual or Motor Control

controlled, the curtains can be operated on one side or in halves from either side. The canvas bottom is made of heavy white 12 oz. duck, 10 ft. high with top and bottom seams folded over and double stitched. From the top of the canvas to the track, a 2 in. sq. mesh, cotton net is supplied, with a  $\frac{3}{8}$  in. manila rope binding. The all-steel track has steel rollers, bronze pins, and aluminum hanger bars for quiet operation and light weight. Pullup type curtains are also available.

(For Further Details Circle Index Code 0136)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

# Claridge Chalkboard & CORK Bulletins



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| 2 Grapholite Chalkboards                          | 10 Claridge Washable Chalkboards                         |
| 3 Asbestocite Chalkboards                         | 11 Vertical Sliding Chalkboards                          |
| 4 Horizontal Sliding Chalkboards                  | 12 Claridge Reversible Chalkboards and Bulletin Boards   |
| 5 Vitracite Porcelain Enamel Chalkboards          | 13 Extruded Aluminum Display and Trophy Cases            |
| 6 Durasteel Chalkboards in Seven Colors           | 14 Extruded Aluminum Bulletin Board                      |
| 7 Fabriccork Fabric Surface Bulletin Boards       | 15 Claridge Swing Leaf Display Boards                    |
| 8 Extruded Aluminum Chalkboard and Corkboard Trim |  |

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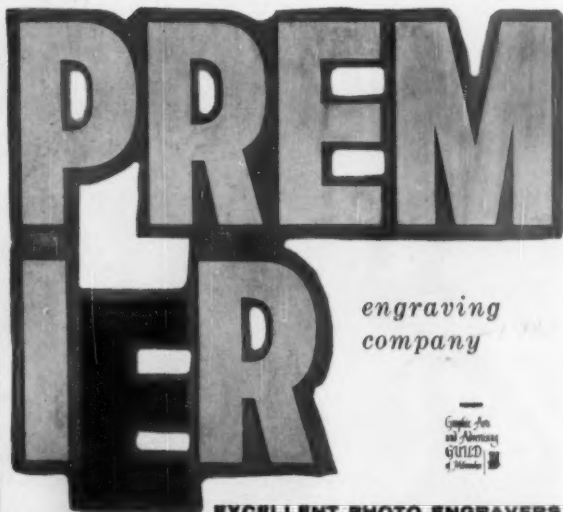
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80	Acme Chemical Co.....	35	89	Johnson Service Company .....	1
	Maintenance materials			Temperature controls	
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83	Berlin Chapman Company .....	41	812	Monroe Co., The.....	38
	Gym seating			Folding banquet table line	
84	Butler Manufacturing Company .....	2nd cover	813	Nesbitt, Inc., John J.....	36 & 37
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	Chalkboard & cork bulletin boards			Glass block	
86	Delta — Rockwell Power Tool Division .....	8	815	Premier Engraving Company .....	44
	Industrial tools			Engravers	
87	Goodyear Tire & Rubber Co. ....	2	816	Rilco Laminated Products, Inc. ....	5
	Xtra grip tire			Laminated wood products	
88	Hillyard Chemical Company .....	33			
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August, 1960  
THE AMERICAN SCHOOL BOARD JOURNAL  
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#### NEWS OF PRODUCTS FOR THE SCHOOLS

0127 0128 0129 0130 0131 0132 0133 0134 0135 0136

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August, 1960  
THE AMERICAN SCHOOL BOARD JOURNAL  
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.

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81 83 85 87 89 811 813

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## READER'S SERVICE SECTION

(Continued)

Code No.		page No.	Code No.		page No.
817	Robbins Flooring Company . . . . .	44	0128	Webster Electric Co. . . . .	42
	Maple flooring			Tape teaching equipment	
818	Safway Steel Products, Inc. . . . .	39	0129	Metalab Equipment Co., Div. of Norbute Corp. . . . .	42
	Telescoping gym seats			Cartalab	
819	Taylor Company, Halsey W. . . . .	38	0130	Bolta Products, Div. of The General Tire & Rubber Co. . . . .	42
	Drinking fountains and coolers			Food tray	
820	Torjeson, Inc. . . . .	40	0131	Irwin Seating Co. . . . .	42
	Folding partitions			Desk	
821	Up-Right Scaffolds . . . . .	3rd cover	0132	Truscon Div. of Republic Steel Corp. . . . .	42
	Telescoping aluminum tower on wheels			Aluminum window	
822	Wayne Iron Works . . . . .	40	0133	Rawlings Sporting Goods Company . . . . .	43
	Folding partitions			Football gear	
<b>NEWS OF PRODUCTS FOR THE SCHOOLS</b>			0134	Speakman Co. . . . .	43
0127	Wayne Iron Works . . . . .	42		Metering shower	
	Folding stage		0135	Alim Corp. . . . .	43
				Fire extinguisher	
			0136	Berlin Chapman Company . . . . .	43
				Gym dividing curtains	

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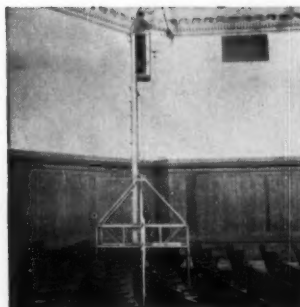
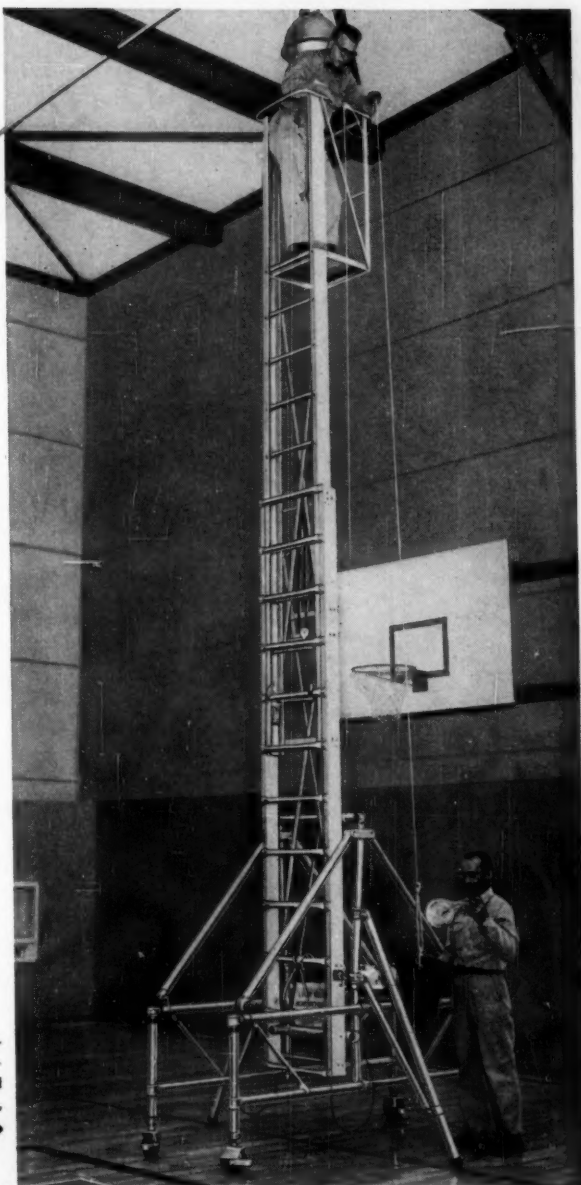
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Telescoping aluminum tower on wheels extends instantly for reaching heights up to 30 feet. Rolls quickly to the job. Folds down to pass through doorways and under trusses. Has safety tread ladder and enclosed platform. Conforms to rigid Industrial Safety Codes. Lightweight, rapidly assembled by one man. Adjustable legs for uneven floors or stairways.

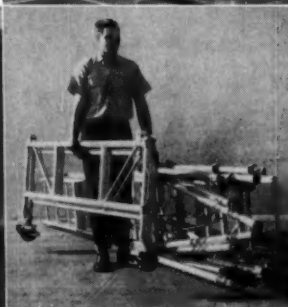
Tallescope speeds up installation and maintenance of overhead lighting, acoustical tile, heating and other facilities at each of 7 junior and senior high schools and colleges in the Stockton, California, Unified School District.



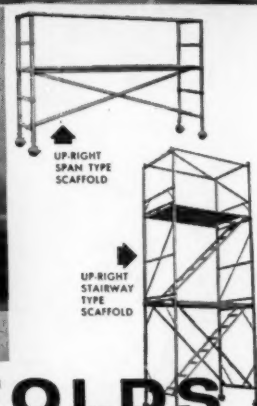
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Rolls through doorways. Telescopes and folds down; only 25" wide.



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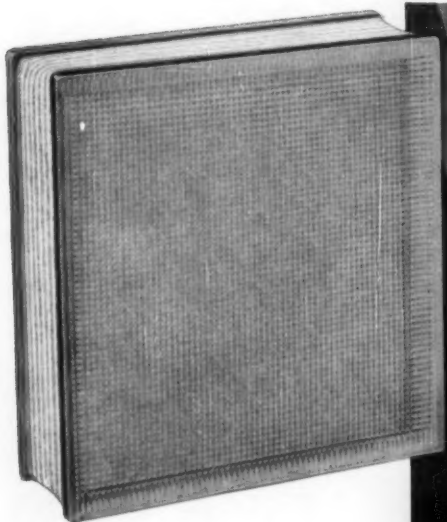
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